

## Key facts

Title:	Advance Assessments Level 5 Operations or Departmental Manager End Point Assessment
Ofqual Qualification Number	610/1816/8
Applicable Apprenticeship Standard(s)	ST0385 Operations or Departmental Manager
RQF level:	5 (= second year of a Bachelors degree / HND / BTEC Higher Nationals)
Qualification Objective	To develop management skills in learners that enable them to provide valuable direction and supervision in an operations or departmental setting. The qualification may be part of a journey to a senior management position.
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 30 months Minimum of 20% off-the-job training
Gateway requirements:	<p>Learners must have attained UK RQF Level 2 qualifications in mathematics and English before entry to Gateway.</p> <p>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.</p> <p>The apprentice must complete and submit a portfolio of evidence that includes a statement from the employer and the apprentice confirming that the evidence is valid and attributable to the apprentice*. The portfolio should not include reflective accounts or any methods of self-assessment except for evidence for criterion S8.1. The portfolio must also include a mapping document that identifies KSBs against evidence items*.</p> <p>A portfolio will typically include twenty items of discrete evidence. An evidence item may be mapped to more than one KSB assessment criteria.</p>

	The apprentice must also submit a project proposal, the subject, title and scope of which will be agreed between the employer and the EPAO at the gateway. A summary of what the project will cover will be submitted to the Advance Assessments online platform at gateway. The summary should demonstrate that the project will provide sufficient opportunity for the apprentice to cover the KSBs mapped to the Project Proposal, Presentation and Questioning ( <b>PROP_Q&amp;A</b> ) method of assessment. The brief summary is not assessed and should be no more than 500 words.
EPA duration, following Gateway	Typically, five months
Link to IfATE Occupational progression map	<a href="https://www.instituteforapprenticeships.org/occupational-progression-map">Occupational progression map for Operations or departmental manager (instituteforapprenticeships.org)</a>
Grades available	Fail/Pass/Distinction
Assessment methods	Professional Discussion, underpinned by portfolio of evidence ( <b>PROF_DISC</b> ) Project Proposal, Presentation and Questioning ( <b>PROP_Q&amp;A</b> )
Link to IfATE apprenticeship specification	<a href="https://www.instituteforapprenticeships.org/apprenticeship-specification">Operations or departmental manager / Institute for Apprenticeships and Technical Education</a>

\*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](mailto: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 (2)**

### **1. Professional discussion underpinned by portfolio of evidence**

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.

#### **Professional discussion delivery**

An assessor from Advance Assessments will be present at the professional discussion.

The professional discussion will last 60 minutes, plus 10% (at the discretion of the assessor, to allow the apprentice to complete their last answer).

The assessor will ask at least 6 competency-based questions. Questioning will be planned and structured in order to allow the apprentice opportunities to meet the pass and distinction assessment criteria for KSBs assigned to this assessment method. Further questions may be asked for clarification and to allow the apprentice to expand their answers. Questions should be open and must not lead the apprentice.

The apprentice may have access to their portfolio of evidence during the professional discussion. The portfolio of evidence is not directly assessed. Assessment is based on the professional discussion only.

### **2. Project proposal, presentation and questioning**

The project proposal is prepared after the apprentice has gone through gateway. Apprentices will prepare and deliver a presentation that, in combination with the written proposal, will cover all of the KSB assessment criteria assigned to this assessment method. Questioning from an Advance Assessments assessor will ensure that all the included criteria are addressed.

Employers should ensure that the proposal has a real business benefit and, prior to the apprentice working on the proposal, Advance Assessments will confirm that the proposal has sufficient scope to enable the address all criteria assigned to this assessment method. It is the responsibility of the apprentice to ensure all applicable criteria are addressed in the work submitted.

The proposal will be a detailed project implementation proposal that will enable the project to be fully implemented. The project does not need to be fully implemented during the EPA period. The implementation of the project proposal must begin

during the EPA period and ensure that KSB requirements S1.2, S2.1, S2.2 and S3.1 can be assessed, progress against these skills will be discussed during the presentation.

Apprentices must include evidence of leadership support of the project proposal detailing what has been implemented to date. This must be included as an appendix so that this can be discussed during the presentation (this could be either an email, letter or similar written confirmation). The evidence provided must be valid and attributable to the apprentice; the project proposal must contain a statement from the employer confirming this.

The project proposal, presentation and responses to questions will be assessed holistically.

### **Project proposal delivery**

The project proposal may be based on any of the following:

- The need to review and implement a change plan to improve efficiency within the workplace
- The continuous improvement review of a current process, service or product to ensure it is still fit for purpose and meets the current needs of the business
- The need to implement a direct saving (e.g. percentage decrease in costs, reduction in headcount) across their team, department or organisation following a reforecast activity

This list is not exhaustive, but Advance Assessments must sign off the project proposal's title and summary (maximum 500 words) at gateway.

The project proposal starts after the apprentice has gone through gateway. The maximum duration of the project proposal is 12 weeks. The employer should ensure that the apprentice has sufficient time and resources within the 12 weeks to plan and undertake the work associated with the project proposal.

The project proposal has a word-count of 4,000 (+/- 10% at the apprentice's discretion) including tables, graphs, figures, though excluding references and annexes.

The project proposal should include:

- An executive summary
- An introduction
- The scope of the proposed project (including key performance indicators)
- Objectives
- A project plan (including Gantt charts, risk/issue/mitigation, responsibility assignment matrix (RACI matrix))
- How the proposed project outcomes will be achieved
- Comment on the validity of the methods analysis, data interpretation and data presentation used
- Financial budgeting and resources
- Proposed implementation plan including communications and stakeholder plans

- Advice on whether an alternative approach might be considered
- Advice on whether the project could be completed in a more cost or time efficient manner
- Recommendations and conclusions

In addition to displaying the word count, the project proposal must include an annex showing how the project proposal maps to each of the KSB assessment criteria assessed by this method.

The project proposal, plus materials relating to the presentation must be submitted to the Advance Assessments platform, together, within 12 weeks of completion of gateway.

### **Presentation delivery**

An assessor from Advance Assessments will be present at the presentation. Following the presentation, the assessor will question the apprentice.

Apprentices are required to prepare and deliver a presentation that appropriately covers the KSB assessment criteria that are assigned to this method, particularly those not fully addressed in the written proposal (although apprentices are advised to keep these to a minimum).

The presentation will focus on the project proposal and will cover the following:

- Operational management such as business tools, management systems, identifying and overcoming barriers, identifying opportunities and interpretation of data
- Project management such as tools and techniques to plan and deliver outcomes, approaches to identifying and managing risks
- Finance such as monitoring budgets and financial implications
- Leading people and supporting management of change
- Building relationships
- Communication skills
- Managing self, such as prioritising activities and time management
- Decision making and using evaluation techniques to support the process
- Progress of the implementation of the project proposal to date

The presentation must be submitted with the project proposal within 12 weeks of gateway completion.

The presentation with questions and answers will last 60 minutes, plus 10% (at the discretion of the assessor). The presentation will typically last for 20 minutes and the questioning will typically last for 40 minutes.

The assessor will ask a minimum of eight questions, with at least one question from each of the bullet point themes listed above. The assessor will ask further questions, as appropriate to ensure the apprentice has opportunities to meet the pass and

distinction assessment criteria for the KSBs assigned to this assessment method.  
The apprentice may refer to their presentation or project proposal during the questioning.

## Advance Assessments Level 4 Improvement Practitioner End Point Assessment

	<b>Assessment Criteria</b> <b>The apprentice is able to:</b>		
<b>Requirement (KSB)</b>	<b>PASS</b>	<b>DISTINCTION</b>	<b>Assessment Method</b>
<b>Knowledge statements</b>			
<b>K1. Operational Management</b>			
K1.1 Understand operational management approaches and models, including creating plans to deliver objectives and setting KPIs Maximum grade attainable: Pass	Uses operational management approaches and models in strategic planning that create plans that meet organisational objectives. (K1.1, S1.1)		<b>PROP_Q&amp;A</b>
K1.2 Understand business development tools (e.g. SWOT), and approaches to continuous improvement Maximum grade attainable: Distinction	Describes business development tools, management systems and contingency planning that are available when they have supported the management of change or identified and developed new opportunities within their organisation whilst ensuring commercial awareness. (K1.2, K1.4, S1.3, S4.3)	Analyses a range of business development tools that assist with project planning, and the techniques and approaches for continuous improvement, and how these tools and approaches align with their organisational systems, processes and plans. (K1.2)	<b>PROP_Q&amp;A</b>
K1.3 Understand operational business planning techniques, including how to manage resources, development of sales and marketing plans, setting targets and monitoring performance Maximum grade attainable: Distinction	Describes how they used their knowledge and understanding of data security and business planning techniques, to support their organisation in creating and delivering operational plans, which include setting targets and monitoring performance against plans. (K1.3, K1.6, S1.4)	Justifies the purpose of operational business planning and sales and marketing plans, and why they manage resources by setting key targets and monitoring performance against them. (K1.3)	<b>PROF_DISC</b>

## Advance Assessments Level 4 Improvement Practitioner End Point Assessment

K1.4 Knowledge of management systems, processes and contingency planning Maximum grade attainable: Pass	Describes business development tools, management systems and contingency planning that are available when they have supported the management of change or identified and developed new opportunities within their organisation whilst ensuring commercial awareness. (K1.2, K1.4, S1.3, S4.3)		<b>PROP_Q&amp;A</b>
K1.5 Understand how to initiate and manage change by identifying barriers and know how to overcome them Maximum grade attainable: Pass	Evaluates how they support, manage and communicate change and how they have overcome the barriers they identified. (K1.5, S1.2,)		<b>PROP_Q&amp;A</b>
K1.6 Understand data security and management, and the effective use of technology in an organisation. Maximum grade attainable: Pass	Describes how they used their knowledge and understanding of data security and business planning techniques, to support their organisation in creating and delivering operational plans, which include setting targets and monitoring performance against plans. (K1.3, K1.6, S1.4)		<b>PROF_DISC</b>
<b>K2. Project Management</b>			
K2.1 Know how to set up and manage a project using relevant tools and techniques and understand process management Maximum grade attainable: Pass	Uses project management tools to plan, organise and manage resources in order to deliver the required outcomes to plan their project. Identifies and mitigates risks and includes suitable systems to monitor progress of the project proposal. (K2.1, K2.2, S2.1, S2.2, S2.3)		<b>PROP_Q&amp;A</b>
K2.2 Understand approaches to risk management. Maximum grade attainable: Pass	Uses project management tools to plan, organise and manage resources in order to deliver the required outcomes to plan their project. Identifies and mitigates risks and		<b>PROP_Q&amp;A</b>



### Advance Assessments Level 4 Improvement Practitioner End Point Assessment

	includes suitable systems to monitor progress of the project proposal. (K2.1, K2.2, S2.1, S2.2, S2.3)		
<b>K3. Finance</b>			
K3.1 Understand business finance: how to manage budgets, and financial forecasting. Maximum grade attainable: Pass	Provides reports and management information that details the management of their project proposal's budget appropriately considering the financial implications of their decisions and adjusts their approach or recommendations accordingly. (K3.1, S1.5, S3.1)		<b>PROP_Q&amp;A</b>
<b>K4. Leading People</b>			
K4.1 Understand different leadership styles, how to lead multiple and remote teams and manage team leaders Maximum grade attainable: Pass	Evaluates different leadership styles, methods to lead multiple and remote teams and manage team leaders and explains how they have adapted their preferred style to ensure they are open, approachable, and able to build trust. (K4.1, B2.1)		<b>PROF_DISC</b>
K4.2 Know how to motivate and improve performance, supporting people using coaching and mentoring techniques Maximum grade attainable: Distinction	Identifies strengths in their team and adopts coaching and mentoring techniques to develop, build, enable and motivate the team and support high performance working. Uses delegation to enable delivery through others and describes strategies to manage multiple teams. (K4.2, K4.4, K5.1, S4.2, S5.2, S5.3)	Analyses the effectiveness of different coaching and mentoring techniques that they used for office-based and remote team members and justifies their use of the techniques. (K4.2, S4.2)	<b>PROF_DISC</b>
K4.3 Understand organisational cultures and diversity and their impact on leading and managing change Maximum grade attainable: Pass	Explains how they communicated their team's role in their organisation's vision and goals, and how they used their knowledge of the impact that organisational culture and diversity has on leading and managing change to drive, achieve and deliver operational plans. (K4.3, S4.1, B1.1)		

### Advance Assessments Level 4 Improvement Practitioner End Point Assessment

K4.4 Know how to delegate effectively. Maximum grade attainable: Pass	Identifies strengths in their team and adopts coaching and mentoring techniques to develop, build, enable and motivate the team and support high performance working. Uses delegation to enable delivery through others and describes strategies to manage multiple teams. (K4.2, K4.4, K5.1, S4.2, S5.2, S5.3)		<b>PROF_DISC</b>
<b>K5. Managing People</b>			
K5.1 Know how to manage multiple teams and develop high-performing teams Maximum grade attainable: Distinction	Identifies strengths in their team and adopts coaching and mentoring techniques to develop, build, enable and motivate the team and support high performance working. Uses delegation to enable delivery through others and describes strategies to manage multiple teams. (K4.2, K4.4, K5.1, S4.2, S5.2, S5.3)	Analyses the problems associated with managing multiple teams and can describe known strategies for dealing with them. (K5.1)	<b>PROF_DISC</b>
K5.2 Understand performance management techniques, talent management models and how to recruit and develop people. Maximum grade attainable: Pass	Discusses how they have recruited, developed or managed team members, and explains the performance management techniques and talent management models that underpin this. (K5.2, S5.1)		<b>PROF_DISC</b>
<b>K6. Building relationships</b>			
K6.1 Understand approaches to partner, stakeholder and supplier relationship management including negotiation, influencing and effective networking Maximum grade attainable: Distinction	Describes when they have been able to build trust and effective relationships when identifying and sharing good practice while working collaboratively both within their organisation and externally. Explains how they used effective negotiation and influencing skills and demonstrated determination to manage conflict. (K6.1, K6.2, K6.3, S6.1, S6.2, B1.3)	Evaluates known influencing and negotiating theories and models and the effectiveness of these within their organisation when managing the supplier relationship. (K6.1)	<b>PROF_DISC</b>
K6.2 Knowledge of collaborative working techniques to enable	Describes when they have been able to build trust and effective relationships when		<b>PROF_DISC</b>

### Advance Assessments Level 4 Improvement Practitioner End Point Assessment

delivery through others and how to share best practice Maximum grade attainable: Pass	identifying and sharing good practice while working collaboratively both within their organisation and externally. Explains how they used effective negotiation and influencing skills and demonstrated determination to manage conflict. (K6.1, K6.2, K6.3, S6.1, S6.2, B1.3)		
K6.3 Know how to manage conflict at all levels. Maximum grade attainable: Pass	Describes when they have been able to build trust and effective relationships when identifying and sharing good practice while working collaboratively both within their organisation and externally. Explains how they used effective negotiation and influencing skills and demonstrated determination to manage conflict. (K6.1, K6.2, K6.3, S6.1, S6.2, B1.3)		<b>PROF_DISC</b>
<b>K7. Communication</b>			
K7.1 Understand interpersonal skills and different forms of communication and techniques (verbal, written, non-verbal, digital) and how to apply them appropriately. Maximum grade attainable: Distinction	Describes how they used interpersonal skills including active listening, when challenging and giving constructive feedback and seeking the views of others ensuring they valued diversity. Describes when they effectively used different forms of communication when chairing meetings or presenting. (K7.1, S7.2, S7.3, B2.2)	Analyses barriers to communication and how they are overcome. (K7.1)	<b>PROF_DISC</b>
<b>K8 Self-Awareness</b>			
K8.1 Understand own impact and emotional intelligence Maximum grade attainable: Pass	Reflects on their own performance, working style and emotional intelligence and the impact they have had on others. (K8.1, S8.1)		<b>PROF_DISC</b>
K8.2 Understand different learning and behaviour styles.	Explains how they used their knowledge of their own learning and behavioural styles, to	Evaluates a range of known learning styles in different situations. (K8.2)	<b>PROF_DISC</b>

## Advance Assessments Level 4 Improvement Practitioner End Point Assessment

Maximum grade attainable: Distinction	create their own personal development plan. (K8.2, S9.1)		
<b>K9. Management of Self:</b>			
K9.1 Understand time management techniques and tools and how to prioritise activities and the use of different approaches to planning, including managing multiple tasks. Maximum grade attainable: Pass	Applies time management tools and techniques and different approaches to planning in order to prioritise activities. (K9.1, S9.2)		<b>PROP_Q&amp;A</b>
<b>K10. Decision making</b>			
K10.1 Able to undertake critical analysis and evaluation to support decision making Maximum grade attainable: Pass	Undertakes a critical data analysis to understand and inform their decision making and approach to problem solving. (K10.1, S10.1, S10.2)		<b>PROP_Q&amp;A</b>
K10.2 Use of effective problem-solving techniques. Maximum grade attainable: Pass	Explains their organisational values and ethics, and the impact these have on their decision making. (K10.2)		<b>PROP_Q&amp;A</b>
<b>Skills statements</b>			
<b>S1. Operational management</b>			
S1.1 Able to input into strategic planning and create plans in line with organisational objectives Maximum grade attainable: Pass	Uses operational management approaches and models in strategic planning that create plans that meet organisational objectives. (K1.1, S1.1)		<b>PROP_Q&amp;A</b>
S1.2 Support, manage and communicate change by identifying barriers and overcoming them Maximum grade attainable: Pass	Evaluates how they support, manage and communicate change and how they have overcome the barriers they identified. (K1.5, S1.2,)		<b>PROP_Q&amp;A</b>
S1.3 Demonstrate commercial awareness, and able to identify and shape new opportunities Maximum grade attainable: Pass	Describes business development tools, management systems and contingency planning that are available when they have supported the management of change or		<b>PROP_Q&amp;A</b>

### Advance Assessments Level 4 Improvement Practitioner End Point Assessment

	identified and developed new opportunities within their organisation whilst ensuring commercial awareness. (K1.2, K1.4, S1.3, S4.3)		
S1.4 Creation and delivery of operational plans, including setting KPIs, monitoring performance against plans Maximum grade attainable: Pass	Describes how they used their knowledge and understanding of data security and business planning techniques, to support their organisation in creating and delivering operational plans, which include setting targets and monitoring performance against plans. (K1.3, K1.6, S1.4)		PROF_DISC
S1.5 Producing reports, providing management information based on the collation, analysis and interpretation of data Maximum grade attainable: Distinction	Provides reports and management information that details the management of their project proposal's budget appropriately considering the financial implications of their decisions and adjusts their approach or recommendations accordingly. (K3.1, S1.5, S3.1)	Justifies and evaluates the financial and budgetary recommendations identified within the project proposal. (S1.5, S3.1)	PROP_Q&A
<b>S2. Project management</b>			
S2.1 Plan, organise and manage resources to deliver required outcomes Maximum grade attainable: Pass	Uses project management tools to plan, organise and manage resources in order to deliver the required outcomes to plan their project. Identifies and mitigates risks and includes suitable systems to monitor progress of the project proposal. (K2.1, K2.2, S2.1, S2.2, S2.3)		PROP_Q&A
S2.2 Monitor progress and identify risks and their mitigation Maximum grade attainable: Pass	Uses project management tools to plan, organise and manage resources in order to deliver the required outcomes to plan their project. Identifies and mitigates risks and includes suitable systems to monitor		PROP_Q&A

### Advance Assessments Level 4 Improvement Practitioner End Point Assessment

	progress of the project proposal. (K2.1, K2.2, S2.1, S2.2, S2.3)		
S2.3 Able to use relevant project management tools. Maximum grade attainable: Distinction	Uses project management tools to plan, organise and manage resources in order to deliver the required outcomes to plan their project. Identifies and mitigates risks and includes suitable systems to monitor progress of the project proposal. (K2.1, K2.2, S2.1, S2.2, S2.3)	Analyse and evaluate the effectiveness of the project management tools and problem-solving techniques used in the planning of the project proposal. (S2.3, S10.2)	<b>PROP_Q&amp;A</b>
<b>S3. Finance</b>			
S3.1 Able to monitor budgets and provide reports and consider financial implications of decisions and adjust approach/recommendations accordingly. Maximum grade attainable: Distinction	Provides reports and management information that details the management of their project proposal's budget appropriately considering the financial implications of their decisions and adjusts their approach or recommendations accordingly. (K3.1, S1.5, S3.1)	Justifies and evaluates the financial and budgetary recommendations identified within the project proposal. (S1.5, S3.1)	<b>PROP_Q&amp;A</b>
<b>S4. Leading people</b>			
S4.1 Able to manage talent and performance Maximum grade attainable: Pass	Explains how they communicated their team's role in their organisation's vision and goals, and how they used their knowledge of the impact that organisational culture and diversity has on leading and managing change to drive, achieve and deliver operational plans. (K4.3, S4.1, B1.1)		<b>PROF_DISC</b>
S4.2 Support development through coaching and mentoring and enable and support high performance working Maximum grade attainable: Distinction	Identifies strengths in their team and adopts coaching and mentoring techniques to develop, build, enable and motivate the team and support high performance working. Uses delegation to enable delivery through others	Analyses the effectiveness of different coaching and mentoring techniques that they used for office-based and remote team members and justifies their use of the techniques. (K4.2, S4.2)	<b>PROF_DISC</b>

### Advance Assessments Level 4 Improvement Practitioner End Point Assessment

	and describes strategies to manage multiple teams. (K4.2, K4.4, K5.1, S4.2, S5.2, S5.3)		
S4.3 Able to support the management of change within the organisation. Maximum grade attainable: Pass	Describes business development tools, management systems and contingency planning that are available when they have supported the management of change or identified and developed new opportunities within their organisation whilst ensuring commercial awareness. (K1.2, K1.4, S1.3, S4.3)		<b>PROP_Q&amp;A</b>
<b>S5. Managing people</b>			
S5.1 Able to manage talent and performance Maximum grade attainable: Pass	Discusses how they have recruited, developed or managed team members, and explains the performance management techniques and talent management models that underpin this. (K5.2, S5.1)		<b>PROF_DISC</b>
S5.2 Develop, build and motivate teams by identifying their strengths and enabling development within the workplace Maximum grade attainable: Pass	Identifies strengths in their team and adopts coaching and mentoring techniques to develop, build, enable and motivate the team and support high performance working. Uses delegation to enable delivery through others and describes strategies to manage multiple teams. (K4.2, K4.4, K5.1, S4.2, S5.2, S5.3)		<b>PROF_DISC</b>
S5.3 Able to delegate and enable delivery through others. Maximum grade attainable: Pass	Identifies strengths in their team and adopts coaching and mentoring techniques to develop, build, enable and motivate the team and support high performance working. Uses delegation to enable delivery through others and describes strategies to manage multiple teams. (K4.2, K4.4, K5.1, S4.2, S5.2, S5.3)		<b>PROF_DISC</b>
<b>S6. Building relationships</b>			



### Advance Assessments Level 4 Improvement Practitioner End Point Assessment

6.1 Able to build trust and use effective negotiation and influencing skills and manage conflict Maximum grade attainable: Pass	Describes when they have been able to build trust and effective relationships when identifying and sharing good practice while working collaboratively both within their organisation and externally. Explains how they used effective negotiation and influencing skills and demonstrated determination to manage conflict. (K6.1, K6.2, K6.3, S6.1, S6.2, B1.3)		<b>PROF_DISC</b>
6.2 Able to identify and share good practice and work collaboratively with others both inside and outside of the organisation Maximum grade attainable: Pass	Describes when they have been able to build trust and effective relationships when identifying and sharing good practice while working collaboratively both within their organisation and externally. Explains how they used effective negotiation and influencing skills and demonstrated determination to manage conflict. (K6.1, K6.2, K6.3, S6.1, S6.2, B1.3)		<b>PROF_DISC</b>
6.3 Use of specialist advice and support to deliver against plans. Maximum grade attainable: Distinction	Uses specialist advice and shows a willingness to be open to new ways of working. (S6.3, B3.4)	Justifies the use of specialist advice and evaluates the impact of the advice on the project proposal. (S6.3)	<b>PROP_Q&amp;A</b>
<b>S7. Communication</b>			
S7.1 Understand interpersonal skills and different forms of communication and techniques (verbal, written, non-verbal, digital) and how to apply them appropriately Maximum grade attainable: Pass	Uses various forms and styles of communication effectively which are suitable for the audience and situation. (S7.1)		<b>PROP_Q&amp;A</b>
S7.2 Able to chair meetings and present using a range of media	Describes how they used interpersonal skills including active listening, when challenging		<b>PROF_DISC</b>



### Advance Assessments Level 4 Improvement Practitioner End Point Assessment

Maximum grade attainable: Pass	and giving constructive feedback and seeking the views of others ensuring they valued diversity. Describes when they effectively used different forms of communication when chairing meetings or presenting. (K7.1, S7.2, S7.3, B2.2)		
S7.3 Use of active listening, and able to challenge and give constructive feedback. Maximum grade attainable: Pass	Describes how they used interpersonal skills including active listening, when challenging and giving constructive feedback and seeking the views of others ensuring they valued diversity. Describes when they effectively used different forms of communication when chairing meetings or presenting. (K7.1, S7.2, S7.3, B2.2)		<b>PROF_DISC</b>
<b>S8. Awareness of Self</b>			
S8.1 Able to reflect on own performance, working style and its impact on others Maximum grade attainable: Pass	Reflects on their own performance, working style and emotional intelligence and the impact they have had on others. (K8.1, S8.1)		<b>PROF_DISC</b>
<b>S9. Management of Self</b>			
S9.1 Able to create a personal development plan Maximum grade attainable: Pass	Explains how they used their knowledge of their own learning and behavioural styles, to create their own personal development plan. (K8.2, S9.1)		<b>PROF_DISC</b>
S9.2 Use of time management and prioritisation techniques. Maximum grade attainable: Pass	Applies time management tools and techniques and different approaches to planning in order to prioritise activities. (K9.1, S9.2)		<b>PROP_Q&amp;A</b>
<b>S10. Decision making</b>			
S10.1 Able to undertake critical analysis and evaluation to support decision making	Undertakes a critical data analysis to understand and inform their decision making		<b>PROP_Q&amp;A</b>

### Advance Assessments Level 4 Improvement Practitioner End Point Assessment

Maximum grade attainable: Pass	and approach to problem solving. (K10.1, S10.1, S10.2)		
S10.2 Use of effective problem-solving techniques. Maximum grade attainable: Distinction	Undertakes a critical data analysis to understand and inform their decision making and approach to problem solving. (K10.1, S10.1, S10.2)	Analyse and evaluate the effectiveness of the project management tools and problem-solving techniques used in the planning of the project proposal. (S2.3, S10.2)	<b>PROP_Q&amp;A</b>
<b>Behaviour statements</b>			
<b>B1Takes responsibility</b>			
B1.1 Drive to achieve in all aspects of work Maximum grade attainable: Pass	Explains how they communicated their team's role in their organisation's vision and goals, and how they used their knowledge of the impact that organisational culture and diversity has on leading and managing change to drive, achieve and deliver operational plans. (K4.3, S4.1, B1.1)		<b>PROF_DISC</b>
B1.2 Demonstrates resilience and accountability Maximum grade attainable: Pass	Describes when they have shown resilience and accountability when seeking new opportunities for their organisation. (B1.2, B1.4)		<b>PROF_DISC</b>
B1.3 Determination when managing difficult situations Maximum grade attainable: Pass	Describes when they have been able to build trust and effective relationships when identifying and sharing good practice while working collaboratively both within their organisation and externally. Explains how they used effective negotiation and influencing skills and demonstrated determination to manage conflict. (K6.1, K6.2, K6.3, S6.1, S6.2, B1.3)		<b>PROF_DISC</b>
B1.4 Seeks new opportunities Maximum grade attainable: Pass	Describes when they have shown resilience and accountability when seeking new opportunities for their organisation. (B1.2, B1.4)		<b>PROF_DISC</b>

## Advance Assessments Level 4 Improvement Practitioner End Point Assessment

<b>B2. Inclusive</b>			
B2.1 Open, approachable, authentic, trustworthy Maximum grade attainable: Pass	Evaluates different leadership styles, methods to lead multiple and remote teams and manage team leaders and explains how they have adapted their preferred style to ensure they are open, approachable, and able to build trust. (K4.1, B2.1)		PROF_DISC
B2.2 Seeks the views of others and values diversity Maximum grade attainable: Pass	Describes how they used interpersonal skills including active listening, when challenging and giving constructive feedback and seeking the views of others ensuring they valued diversity. Describes when they effectively used different forms of communication when chairing meetings or presenting. (K7.1, S7.2, S7.3, B2.2)		PROF_DISC
<b>B3. Agile</b>			
B3.1 Flexible to the needs of the organisation Maximum grade attainable: Pass	Shows how they are flexible, creative, innovative and enterprising when seeking proposed solutions to business needs. (B3.1, B3.2)		PROP_Q&A
B3.2 Is creative, innovative and enterprising when seeking solutions to business needs Maximum grade attainable: Pass	Shows how they are flexible, creative, innovative and enterprising when seeking proposed solutions to business needs. (B3.1, B3.2)		PROP_Q&A
B3.3 Positive and adaptable, responding well to feedback and the need for change Maximum grade attainable: Pass	Justifies how they remained positive and adaptable when responding to feedback in the need for change. (B3.3)		PROF_DISC
B3.4 Open to new ways of working. Maximum grade attainable: Pass	Uses specialist advice and shows a willingness to be open to new ways of working. (S6.3, B3.4)		PROP_Q&A
<b>B4. Professionalism</b>			

### Advance Assessments Level 4 Improvement Practitioner End Point Assessment

B4.1 Sets an example, and is fair, consistent and impartial Maximum grade attainable: Pass	Describes how they operate within their organisation's values and are a role model who sets an example to others by being open, honest, fair, consistent and impartial. (B4.1, B4.2, B4.3)		<b>PROF_DISC</b>
B4.2 Open and honest Maximum grade attainable: Pass	Describes how they operate within their organisation's values and are a role model who sets an example to others by being open, honest, fair, consistent and impartial. (B4.1, B4.2, B4.3)		<b>PROF_DISC</b>
B4.3 Operates within organisational values. Maximum grade attainable: Pass	Describes how they operate within their organisation's values and are a role model who sets an example to others by being open, honest, fair, consistent and impartial. (B4.1, B4.2, B4.3)		<b>PROF_DISC</b>

#### Overall grade calculation

Assessment methods make the following contributions to the overall grade:

Professional Discussion, underpinned by log	Project Proposal, Presentation and Questioning
<b>PROF_DISC</b>	<b>PROP_Q&amp;A</b>
50%	50%

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 / DISTINCTION for an assessment method.

## Advance Assessments Level 4 Improvement Practitioner End Point Assessment

### 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)