

End-point assessment plan for Process Leader apprenticeship standard

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Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Process Leader apprenticeship standard. It is for end-point assessment organisations (EPAOs) who need to know how EPA for this apprenticeship must operate. It will also be of interest to Process Leader apprentices, their employers and training providers.

Full time apprentices will typically spend 24 months on-programme (before the gateway) working towards the occupational standard, with a minimum of 20% off-the-job training. All apprentices will spend a minimum of 12 months on-programme.

The EPA period should only start, and the EPA be arranged, once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, all of the pre-requisite gateway requirements for EPA have been met and that they can be evidenced to an EPAO.

All pre-requisites for EPA assessment methods must also be complete and available for the assessor as necessary.

For level 3 apprenticeships and above apprentices without English and mathematics at level 2 must achieve level 2 prior to taking their EPA.

The EPA must be completed within an EPA period lasting a maximum of 5 month(s), beginning when the apprentice has met the EPA gateway requirements.

The EPA consists of 3 distinct assessment methods.

The individual assessment methods will have the following grades:

Assessment Method 1

- Pass
- Distinction
- Fail

Assessment Method 2

- Pass
- Distinction
- Fail

Assessment Method 3

- Pass
- Distinction
- Fail

Performance in the EPA will determine the overall apprenticeship grades of:

- Pass
- Fail
- Distinction
- Merit

EPA summary table

<p>On-programme (typically 24 months)</p>	<p>Training to develop the occupation standard's knowledge, skills and behaviours.</p>
<p>End Point Assessment Gateway</p>	<ul style="list-style-type: none"> • Employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard. • English/mathematics Level 2 <p>Apprentices must provide:</p> <ul style="list-style-type: none"> • A completed portfolio of evidence is a compulsory requirement of the EPA. It supports the EPA Professional Discussion assessment method • The portfolio of evidence must be finalised before passing through the gateway. The apprentice must submit their portfolio of evidence to the EPAO when applying for the EPA • The portfolio of evidence will comprise of naturally occurring evidence gathered during the on-programme period from their workplace, backed up by relevant company processes and procedures <p>See page 7 for more detail on the requirements for the portfolio of evidence</p>
<p>End Point Assessment (which would typically take 4 months)</p>	<p>Assessment Method 1: Workplace Observation and Q&A</p> <p>Assessment Method 2: Project, Presentation and Q&A</p> <p>Assessment Method 3: Professional Discussion</p>
<p>Professional recognition</p>	<p>Aligns with recognition by:</p> <ul style="list-style-type: none"> • Relevant Professional Institutions such as the Institute of Engineering and Technology (IET) and the Institute of Mechanical Engineers (IMechE) at the appropriate level of professional registration (EngTech).

Length of end-point assessment period:

The EPA (including all assessment methods) must be completed within 5 months of the first part of the end-point assessment commencing and within the total EPA period.

Any supporting material required for the EPA should be submitted no later than 2 weeks after the start of the EPA period.

If an EPA assessment method is failed, it should be retaken within the EPA period and in-line with the requirements set out in this assessment plan.

Order of assessment methods

The assessment methods can be delivered in any order.

Gateway

The EPA period should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, that is to say they have achieved occupational competence. In making this decision, the employer may take advice from the apprentice's training provider(s), but the decision must ultimately be made solely by the employer.

In addition to the employer's confirmation that the apprentice is working at or above the level in the occupational standard, the apprentice must have completed the following gateway requirements prior to beginning EPA:

English and mathematics at level 2.

For those with an education, health and care plan or a legacy statement the apprenticeships English and mathematics minimum requirement is Entry Level 3 and British Sign Language qualification are an alternative to English qualifications for whom this is their primary language.

For Workplace Observation and Q&A:

- no specific requirements

For Project, Presentation and Q&A:

- no specific requirements

For Professional Discussion, the apprentice will be required to submit:

- Confirmation that the employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard.
- Evidence of English and mathematics Level 2
- Portfolio of evidence to support the Professional Discussion

Portfolio of evidence requirements:

- A completed portfolio of evidence is a compulsory requirement of the EPA. It supports the EPA Professional Discussion assessment method
- The portfolio of evidence must be finalised before passing through the gateway. The apprentice must submit their portfolio of evidence to the EPAO when applying for the EPA
- The portfolio of evidence will comprise of naturally occurring evidence gathered during the on-programme period from their workplace, backed up by relevant company processes and procedures
- The portfolio of evidence will enable the apprentice to showcase specific work-related projects/tasks that they have completed on their own during the apprenticeship
- The supporting evidence is used to inform the professional discussion and must include relevant and sufficient evidence to cover all the KSBs as detailed in Annex A

- The portfolio of evidence can be in a paper based or electronic format. Employers and training providers are free to devise their own version of the portfolio of evidence; It will typically include the following information:
 - The name of the apprentice
 - Details of the apprentice's workplace
 - Specific evidence to support the knowledge skills and behaviours of the Process Leader Standard as required by this assessment method (evidence can be provided through a range of sources, for example work reviews, manager's feedback, customer feedback, reports, documentation, records produced as part of the work activity)
 - Records of learning activities and documentation such as technical training courses
 - Confirmation from the apprentice's line manager or other competent person designated by the employer confirming authenticity and that the project/tasks completed by the apprentice met the employer requirements
- The portfolio of evidence must contain one piece of evidence relating to each of the KSBs mapped to this assessment method
- Pieces of evidence may cover multiple KSBs.
- It is the quality of the evidence provided that is important, not the volume
- It is recommended that the employer signs off the portfolio of evidence confirming that the apprentice is ready to take the EPA
- In certain circumstances, depending on the nature of the business/department where the apprentice is employed, the evidence/documentation may be of a sensitive nature. In these circumstances cases information in either the portfolio of evidence or the project report may be required to be redacted for confidentially reasons
- The EPAO and their independent assessors may also be required to sign a confidentially/non-disclosure agreement with the apprentice's employer

Assessment Methods

Assessment Method 1: Workplace Observation and Q&A (This Method has 1 components.)

Method 1 Component 1: Workplace observation

Overview

Apprentices must be observed by an independent assessor completing work in their normal workplace, in which they will demonstrate the KSBs assigned to this assessment method. The EPAO will arrange for the observation to take place in consultation with the employer.

One assessor may observe up to a maximum of 1 apprentices at any one time, to allow for quality and rigour.

The rationale for this assessment method is:

The KSBs being assessed relate to communication skills. It is the view and experience of employers that the best way to assess competence in this area is to observe them in action. The assessor will observe how the apprentice undertakes one or more duties in the workplace. The assessment method is supplemented by the assessor asking the apprentice questions after the observation - adding further rigour and depth to this assessment method.

Delivery

The observation will take 1 hour. The observation may be split into discrete sections held over a maximum of 1 working day. The length of a working day is typically considered to be 7.5 hours. The assessor has the discretion to increase the time of the observation by up to 10% to allow the apprentice to complete a task at the end of this element of the EPA.

In advance of the observation, apprentices must be provided with information on the format of the observation, including timescales.

The following activities MUST be observed during the observation:

The independent assessor must be unobtrusive whilst conducting the observation.

The assessor must observe the apprentice leading two meetings which include, as a minimum (across both meetings), team members, peers and a more senior colleague. At least one of the meetings needs to include the communication of formal business content.

The observation should be conducted in the following way, to take account of the occupational context in which the apprentice operates:

The assessor will observe the apprentice in their workplace.

The independent assessor can ask up to 10 questions. They may ask follow-up questions where clarification is required. Activities not observed by the independent assessor during the observation can instead be covered by questioning after the observation, but these questions must be asked within a time period not exceeding 30 minutes.

KSBs observed, and answers to questions, must be documented by the independent assessor.

The independent assessor will make all grading decisions.

Other relevant information

There may be breaks during the observation to allow the apprentice to move from one location to another as required.

Support material

EPAOs will produce the following material to support this assessment method:

- The EPAO will provide a specification for the elements that need to be observed in the workplace
- The EPAO will provide a bank of supplementary questions for the workplace observation for the assessor to select from.
- The EPAO must produce a question bank of sufficient size to prevent predictability and review them regularly (once a year) to ensure they are fit for purpose
- Documentation for recording assessment evidence and decisions
- Guidance for assessors on conducting the workplace observation
- Guidance for apprentices, their employers and training providers on the workplace observation (including the employer's responsibilities should the planned senior colleague become unavailable)

Venue

The observation can take place in:

- employer's premises

Question development

EPAOs will create open questions to assess related underpinning knowledge, skills and behaviours.

Assessment Method 2: Project, Presentation and Q&A (This Method has 2 components.)

Method 2 Component 1: Project

Overview

The project is compiled after the apprentice has gone through the Gateway process.

The work-based project should be designed to ensure that the apprentice's work meets the needs of the business, is relevant to their role and allows the relevant KSBs to be demonstrated for the EPA.

Therefore, the project's subject, title and scope will be agreed between the employer and the EPAO.

The employer will ensure it has a real business application and the EPAO will ensure it meets the requirements of the EPA (including suitable coverage of the KSBs assignment to this assessment method).

Given the large number of projects that will be completed per year, EPAOs will not be expected to sign-off each project title before the project commences. However, the EPAO should instead provide detailed specifications to enable the employer to select a project that will meet the requirements of the EPA.

The rationale for this assessment method is:

The project allows for a holistic assessment of a wide range of knowledge, skills & behaviours. This is a practical work-based project enabling the apprentice to demonstrate (and stretch) their skills. The project is also beneficial to the business tackling real business issues and challenges.

Delivery

Apprentices will conduct a project in the form of an employment-based assignment.

Minimum requirements for the project:

- The work-based project should be designed to ensure that the apprentice's work meets the needs of the business, is relevant to their role and allows the relevant KSBs to be demonstrated for the EPA
- The work-based project should be sufficiently comprehensive to allow the apprentice to show the full range of their knowledge, skills and behaviours as required by this assessment method. It must demonstrate that the apprentice has applied what they have learnt, has understood and is able to connect their learning to the organisation's objectives
- Typically, the project will be a specific problem, or a recurring issue or an idea/opportunity
- The project's subject, title and scope will be agreed between the employer and the EPAO

The apprentice will conduct their project and submit it to the EPAO after a maximum of 6 week(s) of the EPA start date.

The employer will ensure the apprentice has sufficient time and the necessary resources, within this period, to plan and undertake the project.

The project should be in the form of paper based or electronic report. The project report can be any format which meets the requirements of the apprentice and their employer.

The project report is limited to a maximum of 5,000 words (+10% tolerance), excluding appendices, references, diagrams, tables etc.

The project may be based on any of the following:

- a specific problem
- a recurring issue
- an idea/opportunity

As a minimum all projects must include:

- Executive summary
- An introduction
- A description of the project scope and definition including key performance indicators
- Project methodology and content
- Research and findings
- Project outcomes and how they were achieved
- A project plan and details of how the project was managed
- Key recommendations and conclusions

The project must map, in an appendix, how it evidences the relevant KSBs for this assessment method.

The project will be conducted as set out here:

- The project will be based on a real work place issue agreed between the apprentice and their line manager and selected from the project title and specification options provided by the EPAO
- The apprentice will be given 6 weeks to complete the project
- The project must include all the minimum requirements specified above

When the project is submitted, the employer and the apprentice should verify the submitted work is that of the apprentice.

The apprentice's employer will provide a statement confirming that the project has been completed independently by the apprentice, that the work is authentic, and is representative of the work conducted by the apprentice on a day to day basis.

Marking

The independent assessor will review and mark the project in a timely manner, as determined by the EPAO, and without extending the EPA unnecessarily. Similarly, all quality control processes will also be conducted in a timely manner, as determined by the EPAO.

Required supporting material

EPAOs will produce the following material to support this assessment method:

- The EPAO will develop project descriptions and specifications for the apprentice and their line manager to select from
- The EPAO must produce a bank of project descriptions and specifications of sufficient size to prevent predictability and review them regularly (once a year) to ensure they are fit for purpose
- Guidance for assessors on conducting the review of the Project to support reliable and consistent assessment, such as marking criteria and checklists, documentation for recording evidence and decisions and reporting/feedback templates
- Guidance for apprentices, their employers and training providers on the Project

Method 2 Component 2: Presentation

Overview

Apprentices will prepare and deliver a presentation that appropriately covers the KSBs assigned to this method of assessment.

The presentation will be based on standalone topic and will cover:

- An introduction
- A description of the project scope and definition including key performance indicators
- Project methodology and content
- Research and findings
- Project outcomes and how they were achieved
- Key recommendations and conclusions

The presentation will be completed and submitted after the gateway and will be presented to an independent assessor, either face-to-face or via online video conferencing. If using an online platform, EPAOs must ensure appropriate measures are in place to prevent misrepresentation.

The apprentice will have 10 day(s) to prepare, complete and submit the presentation.

The rationale for this assessment method is:

The presentation compliments the work-based project and replicates the apprentice's role and responsibilities as well as assessing a number of the key competences through the delivery of the presentation.

Delivery

The presentation will last for 30 minutes. The assessor has the discretion to increase the time of the presentation by up to 10% to allow the apprentice to complete their last point.

The independent assessor will ask 10 questions at the end of the presentation. The questions will be drawn from a question bank supplied by the EPAO, to confirm the independent assessor's understanding of the presentation and how it demonstrates the relevant knowledge, skills and behaviours.

To deliver the presentation, the apprentice will have access to:

- PowerPoint
- flip chart
- work products
- videos
- interactive demonstrations
- notes
- computer

The presentation will be conducted as follows:

- The presentation will be on a 1:1 basis
- Both the assessor and the apprentice must have access to the project during the presentation
- The EPAO must verify the suitability of the venue and the identity of the person taking the test

Video conferencing can be used to conduct the presentation. EPAOs must ensure appropriate methods to prevent misrepresentation, for example 360-degree camera function with the independent assessor where the presentation and questioning is completed remotely.

The independent assessor will make all grading decisions.

Venue

EPAOs must ensure that the presentation and questioning elements are conducted in a suitable controlled environment in any of the following:

- employer's premises
- other suitable venue selected by the EPAO (e.g. a training provider)

Other relevant information

Support material

EPAOs will produce the following material to support this assessment method:

- The EPAO will provide a bank of supplementary questions for the project presentation and Q&A for the assessor to select from.
- The EPAO must produce a question bank of sufficient size to prevent predictability and review them regularly (once a year) to ensure they, and the specifications they contain, are fit for purpose
- Documentation for recording assessment evidence and decisions
- Guidance for assessors on conducting the assessment of the Project Presentation and Q&A
- Guidance for apprentices, their employers and training providers on the Project Presentation and Q&A

Assessment Method 3: Professional Discussion (This Method has 1 component.)

Method 3 Component 1: Professional Discussion

Overview

This assessment will take the form of a professional discussion, which must be appropriately structured to draw out the best of the apprentice's competence and excellence and cover the KSBs assigned to this assessment method. It will involve the questions that will focus on analysis of given scenarios, coverage of prior learning or activity and problem solving.

The professional discussion can take place in any of the following:

- employer's premises
- a suitable venue selected by the EPAO (e.g. a training provider's premises)
- video conferencing

The rationale for this assessment method is:

This assessment method enables efficient assessment of a wide range of competences that can't easily be assessed through the work-based project or the workplace observation.

Delivery

The independent assessors will conduct and assess the professional discussion.

The professional discussion must last for 60 minutes. The assessor has the discretion to increase the time of the professional discussion by up to 10% to allow the apprentice to complete their last answer. Further time may be granted for apprentices with additional needs, for example where signing services are required.

During the discussion, the independent assessor must combine questions from the EPAO's question bank and those generated by themselves.

The professional discussion will be conducted on a one to one basis as set out here:

- The professional discussion can either take place face to face or virtually through video conferencing

- The assessor will use scenario-based questions from a bank of questions provided by the EPAO. Follow-on questions can be asked
- Questions can be supplemented by questions the assessor generates themselves
- Video conferencing can be used to conduct the professional discussion, but the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided in some way

The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the professional discussion.

The independent assessor will make all grading decisions.

Venue

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

Other relevant information

A structured scenario-based question bank must be developed by EPAOs. The 'question bank' must be of sufficient size to prevent predictability and review it regularly (and at least once a year) to ensure that it, and its content, are fit for purpose. The scenarios, including questions relating to the underpinning knowledge, skills and behaviours, must be varied yet allow assessment of the relevant KSBs.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.

Independent assessors must be developed and trained by the EPAO in the conduct of professional discussions and reaching consistent judgement.

EPAOs will produce the following material to support this assessment method:

- The EPAO will provide a bank of scenarios and problem-based questions for the assessor to select from
- The EPAO must produce a question bank of sufficient size to prevent predictability and review them regularly (once a year) to ensure they, and the specifications they contain, are fit for purpose
- Documentation for recording assessment evidence and decisions
- Guidance for assessors on conducting the professional discussion
- Guidance for apprentices, their employers and training providers on the professional discussion
- The specifications, including questions relating to the underpinning knowledge, skills and behaviours, must be varied yet allow assessment of the relevant KSBs.
- EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.
- Independent assessors must be developed and trained by the EPAO in the conduct of professional discussions and reaching consistent judgement.

Weighting of assessment methods

All assessment methods are weighted equally in their contribution to the overall EPA grade.

Grading

Assessment Method 1: Workplace Observation and Q&A

KSBs	Name of grade	Grade descriptor
S17 to S19 and S23 & S24	Distinction	<p>In addition to the pass criteria, the apprentice demonstrates knowledge, skills and behaviours that exceed the requirements of the role as set out in the standard.</p> <p>To achieve a distinction, the apprentice must demonstrate all these descriptors:</p> <p>Explains how adapting their own leadership style to suit different situations and people has had an impact on the outcome</p> <p>Demonstrates an understanding of how the choice of communication (verbal, non-verbal, written, digital etc) can positively impact outcomes</p> <p>Demonstrates impactful communication skills including pace, tone, animation, positivity and audience engagement.</p> <p>Uses day to day interactions to reinforce communication of wider organisation strategy.</p> <p>Is familiar with corporate values and own behaviour exemplifies them.</p>
	Merit	N/A
	Pass	<p>Demonstrates leading and communicating the management of change</p> <p>Demonstrates how to effectively delegate tasks. Provides examples of when they have delegated responsibility to enable delivery (e.g. changes to production demands)</p> <p>Demonstrates clear direction and leadership. Provides examples of how they have adapted their own leadership style to different production situations and people</p>

		<p>Demonstrates effective communication and cascading of information in a manner relevant to the audience.</p> <p>Explains how they have used a different communication method (to the one observed) and why it was relevant Demonstrates how to chair meetings and present using a range of media.</p> <p>Describes where they have chaired meetings and actively listened, challenged and given feedback</p>
	Fail	The apprentice does not demonstrate the requirements for a pass.

Assessment Method 2: Project, Presentation and Q&A

KSBs	Name of grade	Grade descriptor
K1 to K9, K16 to K18 and S1 to S11	Distinction	<p>In addition to the pass criteria, the apprentice demonstrates knowledge, skills and behaviours that exceed the requirements of the role as set out in the standard.</p> <p>To achieve a distinction, the apprentice must demonstrate 4 of the following 7 distinction grade descriptors:</p> <p>Explains the wider impact of the project on the organisation</p> <p>Explains future developments in the sector or process changes within their organisation and their impact on the business</p> <p>Demonstrates how they effectively communicate ambiguity and scenario plan complex possible situations</p> <p>Demonstrates effective management of project risk and mitigating actions (e.g. mitigating actions identified and implemented resulting in the project being delivered on time)</p>

		<p>Provides additional insights and depth of knowledge through answers to technical questions</p> <p>Demonstrates the steps taken to ensure the wider organisation learns from the experiences gained in the project, for example, to prevent similar problems arising in other areas of the business.</p> <p>In addition, the project must address 3 of these 5 complex issues:</p> <ul style="list-style-type: none"> • Contributing factors arise along the extended process chain not only within own area of responsibility possibly also with customers or suppliers of the business • Cross functional project team is required with members drawn from a range of business areas • Wide range of lean and statistical problem-solving techniques is applied • Contribution of different root causes to initial situation understood and effectiveness and consequences up and down the process chain of countermeasures evaluated before implementation • Project consciously used to develop own skills and used to build on strengths of team members or as development opportunity for team members (e.g. support succession planning needs)
	Merit	N/A
	Pass	<p>Project addresses a business problem or opportunity in the workplace</p> <p>Project scope and boundaries clearly defined. Aims and objectives articulated to the (internal or external) customer</p> <p>Demonstrates how they have used production/manufacturing techniques to undertake production activities and operations and solve problems</p> <p>Demonstrates how they have managed resources effectively to deliver cost achievements and budget targets.</p>

		<p>Demonstrates how they have used different lean operational and quality improvement practices to achieve the overall project outcomes</p> <p>Demonstrates processes used to lead continuous improvement and own use of change management principles. Supports explanation with example of leading continuous improvement from own practice</p> <p>Demonstrates own use of problem definition to undertake and manage quality resolutions and can illustrate with examples from their own practice</p> <p>Describes how they have managed health, safety and the environment within the project (e.g. risk assessments)</p> <p>Describes how they developed a clear project plan showing consideration of resources, evidence of systematic evaluation of project progress and risk assessment</p> <p>Demonstrates how they successfully developed and presented their case for change to management</p> <p>Demonstrates reasoned content and conclusions based on experience and robust data/information supporting each phase of the business project</p> <p>Demonstrates how stakeholder management affected the outcome of the project</p> <p>Explains how the project impacts on the business</p>
	Fail	The apprentice does not demonstrate the requirements for a pass.

Assessment Method 3: Professional Discussion

KSBs	Name of grade	Grade descriptor
K10 to K15, S12 to S16, S20 to S22 and B1 to B6	Distinction	In addition to the pass criteria, the apprentice demonstrates knowledge, skills and behaviours that exceed the requirements of the role as set out in the standard.

		<p>To achieve a distinction, the apprentice must demonstrate 4 of the following 6 distinction grade descriptors:</p> <p>Demonstrates that wherever possible they act in a data driven way, can also evaluate importance of qualitative information. Can combine complex sources of information to deepen understanding</p> <p>Demonstrates how they have applied innovative strategies, approaches or methods in their role.</p> <p>Demonstrates how they publicly celebrate successes, and how they create a culture in which people are not afraid to fail.</p> <p>Explains how they proactively seek out feedback on their own performance and develop plans to address any areas for personal improvement.</p> <p>Demonstrates that they have learned from set-backs.</p> <p>Demonstrates how they have sought out opportunities for cross functional leadership outside area of immediate responsibility (e.g. CSR, mentoring, strategy/leadership/culture projects)</p> <p>Explains their approach to the short, medium and longer-term development needs of their team, can demonstrate having actively promoted the onward careers of able team members</p> <p>Demonstrates how they use day to day interactions to reinforce communication of wider organisation strategy</p> <p>Demonstrates how own behaviour exemplifies corporate values</p>
	Merit	N/A
	Pass	Demonstrates their understanding and explain the importance of key regulatory guidelines and company procedures relating to employees relative to their own role. Supports explanation with examples from own practice

		<p>Explains their organisation's key operating procedures relating to people, their purpose and importance and how this applies to them</p> <p>Explains the theories of (people) performance management and how they can be applied in their own workplace. Supports explanation with examples from their own practice (e.g. improving productivity or managing an underperforming team member)</p> <p>Describes how they have recruited and developed colleagues in the workplace</p> <p>Provides examples of where they have supported colleague development through coaching or mentoring</p> <p>Provides examples of how they have managed industrial relations and equality and diversity issues in the workplace. Explains how they promote a respectful culture embracing diversity and inclusion</p> <p>Describes the purpose and importance of organisational vision and goals and supports their explanation with examples of how they have applied these in their teams</p> <p>Demonstrates how they have identified and recognised the differing strengths of team members. Provides examples of how they have effectively utilised their strengths (e.g. developmental reviews, discussions and plans)</p> <p>Explains how they approach colleagues and stakeholders to ensure collaboration. Describes where they have negotiated, influenced or managed conflict with stakeholders to achieve results</p> <p>Explains how they accept responsibility for decisions and recognise the limit to their own authority Provides examples of how they are positive and open to new ways of working (e.g. seeking and responding to feedback from managers and peers)</p> <p>Explains how they drive change in all aspects of their work</p> <p>Explains how they operate within organisational values and provides examples of when they have set an</p>
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		example and demonstrated their fairness, consistency and impartiality Explains their approach to identifying issues and solving problems
	Fail	The apprentice does not demonstrate the requirements for a pass.

Overall EPA grading

All EPA methods must be passed for the EPA to be passed overall.

Performance in each component of the EPA will be separately graded and will determine the apprenticeship grade of pass, merit, distinction or fail. If the apprentice has not evidenced the required knowledge, skills and behaviours outlined in the Process Leader Apprenticeship Standard, then the standard has not been met and the apprentice has failed.

Independent assessors will be responsible for grading each assessment method in accordance with the requirements set out in this plan. The grading criteria for each EPA method is detailed below.

Grading for each method:

Grading for the workplace observation:

- To achieve a PASS – all pass criteria must be met
- To achieve a DISTINCTION – all pass criteria must be met as well as all distinction descriptors

Grading for the work-based project:

- To achieve a PASS – all pass criteria must be met
- To achieve a DISTINCTION – all pass criteria must be met as well as four distinction descriptors

Grading for the professional discussion:

- To achieve a PASS – all pass criteria must be met
- To achieve a DISTINCTION – all pass criteria must be met as well as four distinction descriptors

Overall Grading

An apprentice will need to achieve a pass grade in each of the assessment methods to achieve an overall EPA Pass Grade.

Grade above Pass:

An apprentice will need to achieve a distinction grade in all assessment methods to achieve an overall EPA DISTINCTION grade

An apprentice who achieves distinction grades in two assessment methods will achieve an overall MERIT grade

Grades from individual assessment methods should be combined in the following way to determine the grade of the EPA as a whole:

Assessment Method 1	Assessment Method 2	Assessment Method 3	Overall grading
Distinction	Distinction	Distinction	Distinction
Distinction	Distinction	Pass	Merit
Pass	Distinction	Distinction	Merit
Distinction	Pass	Distinction	Merit
Pass	Pass	Pass	Pass
Pass	Distinction	Pass	Pass
Pass	Pass	Distinction	Pass
Pass	Fail	Fail	Fail
Pass	Pass	Fail	Fail
Pass	Distinction	Fail	Fail

Roles and responsibilities

Role	Responsibility
Apprentice	<ul style="list-style-type: none"> • Complete the on-programme element of the apprenticeship • Prepare for and complete the EPA
Employer	<ul style="list-style-type: none"> • Identify when the apprentice is ready to pass the gateway and undertake EPA • Notify the EPAO that the apprentice has passed the gateway • Provide a suitable environment for the workplace observation and presentation • Agree with the apprentice the project title and specification from the options provided by the EPAO • Provide relevant personnel for the workplace observation • Where a senior colleague is unable to attend the meeting/s that form part of the workplace observation, the employer would be expected to find a suitable deputy
EPAO	<ul style="list-style-type: none"> • As a minimum EPAOs should: • Appoint administrators/invigilators and markers to administer/invigilate and mark the assessment • Provide training and CPD to the assessors they employ • Have no direct connection with the apprentice, their employer or training provider i.e. there must be no conflict of interest • Have processes in place to conduct internal quality assurance and do this on a regular basis • Organise standardisation events and activities in accordance with this plan • Organise and conduct moderation of assessors' marking in accordance with this plan • • Have, and operate, an appeals process
Independent assessor	<ul style="list-style-type: none"> • As a minimum an Independent assessor should: • Be independent of the apprentice, their employer and training provider(s) i.e. there must be no conflict of interest • Hold or be working towards an assessor qualification e.g. A1 and have had training from their EPAO in terms of

	<p>good assessment practice, operating the assessment tools and grading</p> <ul style="list-style-type: none"> • Have the capability to assess the apprentice at this level of a minimum of 2 years' experience working in a manufacturing occupation at level 5 or above • Complete a minimum of 3 days continuing professional development (CPD) relevant to their manufacturing area each year • Undertake a minimum of 1-days' EPAO standardisation training per year
Training provider	<ul style="list-style-type: none"> • As a minimum the training provider should: • Work with the employer to ensure that the apprentice is given the opportunities to develop the KSBs outlined in the standard and monitor their progress during the on-programme period • Advise the employer, upon request, on the apprentice's readiness for EPA prior to the gateway • Plays no part in the EPA itself

Internal Quality Assurance (IQA)

Internal quality assurance refers to the requirements that EPA organisations must have in place to ensure consistent (reliable) and accurate (valid) assessment decisions. EPA organisations for this EPA must:

- appoint independent assessors who have knowledge of the following areas:
 - the assessor is required to have at least two years' experience in a manufacturing area relevant to that of the apprentice
- appoint independent assessors who have recent relevant experience of the occupation/sector at least one level above the apprentice gained in the last two years or significant experience of the occupation/sector.
- The assessor will have the following minimum skills, knowledge and occupational competence:
 - the assessor is expected to have a minimum of 2 years' experience in a level 5 role in a relevant manufacturing area
 - the assessor is expected to complete a minimum of 3-days continuing professional development (CPD) relevant to their manufacturing area each year
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- have robust quality assurance systems and procedures that support fair, reliable and consistent assessment across the organisation and over time.
- operate induction training and standardisation events for independent assessors when they begin working for the EPAO on this standard and before they deliver an updated assessment method for the first time

External Quality Assurance (EQA)

The Institute for Apprenticeships will conduct the external quality assurance for the Process Leader apprenticeship standard, Level 4.

Re-sits and retakes

Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit or a re-take. A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for the re-sit or a re-take. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

An apprentice who fails an assessment method, and therefore the EPA in the first instance, will be required to re-sit any failed assessment methods only.

Any assessment method re-sit or re-take must be taken during the maximum EPA period, otherwise the entire EPA must be taken again, unless in the opinion of the EPAO exceptional circumstances apply outside the control of the apprentice or their employer.

Re-sits and re-takes are not offered to apprentices wishing to move from pass to merit/distinction or merit to distinction.

Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of pass, unless the EPAO determines there are exceptional circumstances requiring a re-sit or re-take.

Affordability

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

- using an employer's premises
- using real work-based projects as one of the assessment methods (both assessing the competence of the apprentice and adding value to the business)

Professional body recognition

This apprenticeship is designed to prepare successful apprentices to meet the requirements for registration as Process Leader with relevant Professional Institutions such as the Institute of Engineering and Technology (IET) and the Institute of Mechanical Engineers (IMechE) at the appropriate level of professional registration (EngTech).

Reasonable adjustments

The EPAO must have in place clear and fair arrangements for making Reasonable Adjustments for this standard. This should include how an apprentice qualifies for Reasonable Adjustment and what Reasonable Adjustments will be made. The adjustments must maintain the validity, reliability and integrity of the assessment methods outlined in this assessment plan.

Implementation

The cost and practicalities of the assessment process have been a key consideration in the development of the end-point assessment plan due to the range and type of businesses likely to deliver this apprenticeship.

Whilst the end-point assessment needs to be robust, valid and reliable the assessment needs to be affordable and not take away vital funding to support the training and development of apprentices for all, irrespective of the size of the employer and the number of apprentices they recruit.

As part of the negotiation process between the employer and End-Point Assessment Organisation, to ensure transparency and value for money, the employer can ask the End-Point Assessment Organisation for a detailed cost breakdown of the costs to deliver the end-point assessment.

A maximum of 20% of funding can be applied to the EPA.

Where appropriate and possible an EPAO should be identified prior to learning starts so assessment protocols can be discussed and agreed in advance to avoid potential delays, conflicts of interest and unforeseen financial burdens.

EPAO's delivering assessments associated to this plan shall maintain compliance with the requirements of the Institute for Apprenticeships and the ESFA.

The EPAO shall undertake Immediate and appropriate action where any quality, compliance or safety concerns are identified.

It is anticipated that there will be circa 150 per year on this apprenticeship and 300 per year once established.

When considering the requirements of end-point assessors, consideration was given to the likely pool of people that would meet the criteria to ensure this would not unduly restrict the assessor pool.

Mapping of KSBs

KSB code	KSB statement	Methods mapped against
Knowledge		
K1	Principles of production/manufacturing techniques including: material handling systems, maintenance, production planning/scheduling, ergonomics, work place study, plant organisation, decommissioning, Statistical Process Control, process types such as flow and batch, product/raw material principles [K1]	Assessment method 2
K2	How to identify and procure sufficient, suitable resources (e.g. finance, staff, equipment, supplies) including use of management tools such as the Internet of Things (IoT) and Industry 4.0 [K2]	Assessment method 2
K3	Budgeting, forecasting and control of direct and indirect costs, fixed and variable costs including actual, accrued and committed costs [K3]	Assessment method 2
K4	Lean operational and quality improvement practices such as workplace organisation, visual management, waste reduction and shop floor problem solving [K4]	Assessment method 2
K5	Delivery of quality management and assurance systems [K5]	Assessment method 2
K6	Problem definition: Cost of Poor Quality, problem analysis models such as Is/Is Not [K6]	Assessment method 2
K7	Safe and professional working practices including health, safety, environment and legislative requirements relevant to the sector, the organisation and own role [K7]	Assessment method 2
K8	Production procedures and regulations to meet legislative/organisational requirements [K8]	Assessment method 2
K9	Planning and project management principles, problem solving, relationship building and leading through KPIs [K9]	Assessment method 2
K10	Employment law, employee rights and responsibilities, organisation staff management policies/procedures for e.g. recruitment, performance, development, discipline, grievance, equality/diversity, industrial relations [K10]	Assessment method 3

K11	Theories of performance management and their use and organisations tools and policies for managing teams [K11]	Assessment method 3
K12	The theory of managing, motivating and developing people [K12]	Assessment method 3
K13	The purpose of organisational vision and goals and how these apply to teams [K13]	Assessment method 3
K14	Awareness of the differing strengths team members have and how these can be effectively applied in the workplace [K14]	Assessment method 3
K15	Approaches to colleague, stakeholder/ supplier relationship management including collaboration, negotiation, influencing, managing conflict, and networking [K15]	Assessment method 3
K16	How to communicate and cascade information effectively at all levels and to a diverse audience [K16]	Assessment method 2
K17	How to identify the information required for decision making, how it should be gathered and reported [K17]	Assessment method 2
K18	How to develop and present a case to management when requesting change including single page reporting [K18]	Assessment method 2
Skills		
S1	Undertake and direct production activities and operations [S1]	Assessment method 2
S2	Propose, undertake, manage and coordinate changes to the product, production operations, processes and equipment, to improve productivity, efficiency and quality [S2]	Assessment method 2
S3	Solve problems - predict and prevent failures through the analysis of data and information [S3]	Assessment method 2
S4	Manage resources effectively to ensure their availability and the efficient running of department in line with organisational procedures [S4]	Assessment method 2
S5	Deliver cost achievements against budget targets [S5]	Assessment method 2
S6	Plan resources to support variations in production schedules [S6]	Assessment method 2
S7	Use KPIs as the basis of the continuous improvement cycle for quality, cost and volume achievement using lean operational and product improvement techniques [S7]	Assessment method 2

S8	Undertake and manage quality resolutions as well as volume problem resolution [S8]	Assessment method 2
S9	Manage health, safety and the environment within area of responsibility, ensuring staff are compliant with all requirements and driving improvements [S9]	Assessment method 2
S10	Conduct workplace risk assessments, manage near-miss or similar processes, conduct investigations as necessary [S10]	Assessment method 2
S11	Use project management tools to plan, organise and manage resources, to monitor progress, identify risks and mitigation [S11]	Assessment method 2
S12	Recruit the right people into the right job [S12]	Assessment method 3
S13	Develop, build and motivate teams by identifying strengths and enabling training and development within the workplace [S13]	Assessment method 3
S14	Recognise excellence, effectively manage performance, discipline, attendance, grievance [S14]	Assessment method 3
S15	Manage industrial relations and equality and diversity [S15]	Assessment method 3
S16	Support development through coaching and mentoring [S16]	Assessment method 3
S17	Leading and communicating the management of change [S17]	Assessment method 1
S18	Provide clear direction and leadership, giving open and honest feedback. Apply and adapt own leadership style to different production situations and people [S18]	Assessment method 1
S19	Delegate and enable delivery through others [S19]	Assessment method 1
S20	Build and maintain strong relationships across different disciplines. Negotiate and influence. Manages conflict [S20]	Assessment method 3
S21	Identify and share good practice, work collaboratively [S21]	Assessment method 3
S22	Utilise specialist advice and support to deliver plans [S22]	Assessment method 3
S23	Communicate effectively (verbal, non-verbal, written, digital) in manner relevant to the target audience [S23]	Assessment method 1
S24	Chair meetings and present (formally and informally) using a range of media. Listen actively, challenge, give feedback [S24]	Assessment method 1
S25	Analyse data/information to compellingly and succinctly present information to drive management decisions [S25]	Assessment method 2

Behaviours		
B1	Decision Making: Makes decisions based on personal initiative, technical knowledge, analysis and understanding of the different interests of stakeholders. Accepts responsibility for decisions and recognises limit to own authority [B1]	Assessment method 3
B2	Agile: Flexible and adaptable to the needs of the organisation. Is creative, innovative and enterprising when seeking solutions to business needs. Positive and open to new ways of working, responds well to feedback and change [B2]	Assessment method 3
B3	Inclusive: Open, approachable, authentic, and able to build trust with others. Promotes a respectful culture embracing diversity and inclusion. Seeks and provides feedback to manage continuous development of self, team and processes [B3]	Assessment method 3
B4	Responsibility, Accountability and Resilience: Drive to achieve in all aspects of work. Demonstrates resilience and accountability. Determination when managing difficult situations. Seeks new opportunities [B4]	Assessment method 3
B5	Professionalism: Sets an example, and is fair, consistent and impartial. Open and honest. Operates within organisational values. Promote and instil the values of the organisation to all colleagues [B5]	Assessment method 3
B6	Problem solver: Identifies issues quickly, enjoys solving complex problems and applies appropriate solutions. Has a strong desire to push to ensure the root cause of any problem is found and solutions identified which prevent recurrence [B6]	Assessment method 3