

## **Public Sector Commercial Apprenticeship – Assessment Plan**

### **Introduction and Overview**

This assessment plan accompanies the Public Sector Commercial Level 4 apprenticeship standard. The apprenticeship is one of the key pathways for individuals entering the Commercial profession in the public sector. The apprenticeship typically takes two years to complete; the end-point assessment, which consists of a case study and panel interview supported by a showcase portfolio, is typically completed in the last six months. The apprenticeship is graded pass, distinction or fail based on performance in the end-point assessment. The apprenticeship is aligned to professional recognition from the Chartered Institute of Procurement and Supply; completion of the CIPS Diploma in Procurement and Supply Operations (Level 4) is a prerequisite for beginning the end-point assessment. This plan outlines the apprenticeship journey, and details the end-point assessment methods and processes. It will be of interest to apprentices and their employer, training providers, and independent assessment organisations.

The Commercial apprentice assessment is designed to determine:

- How well the individual is performing in their role, and assess their potential;
- What else needs to be done to support them in their development or to complete the apprenticeship (if necessary).

The assessment is also designed to:

- Have maximum relevance to the job, where possible;
- Add value to the apprentice's experience during the scheme;
- Ensure that the apprenticeship is being delivered consistently across the public sector.

### **Detailed Apprenticeship Standard (DAS)**

The Detailed Apprenticeship Standard (annex 1) provides details of the skills, knowledge and behaviours that apprentices must be able to demonstrate to pass the apprenticeship. The DAS also shows how apprentices can exceed the criteria set out in the standard. If they exceed the standard expected, they will be awarded a distinction.

### **Assessment Gateway**

The apprentice's performance against the skills, knowledge and behaviour set out in the DAS shall be assessed exclusively by the end-point assessment. However, the apprentice can only access the end-point assessment if they have:

- Level 2 English and mathematics qualifications (equivalent to grades A\*-C at GCSE; this is typically a prerequisite for beginning the apprenticeship);
- A Diploma in Procurement and Supply Operations (Level 4) from the Chartered Institute of Procurement and Supply (CIPS). Any Ofqual-regulated,

awarding body approved centre can deliver the CIPS diploma. External quality assurance processes will ensure valid and reliable delivery and assessment.

As part of the overall apprenticeship, there should also be on-going performance management reviews to ensure that the apprentice is on track to pass the end-point assessment. The apprentice's line manager should conduct biannual performance reviews and regular one-to-one meetings to discuss progress, provide feedback and track development.

### **Apprenticeship Timeline**

The table below provides a typical timeline for apprenticeship delivery. End-point assessment typically begins in the final six months of the apprenticeship. The individual components of the end-point assessment mentioned in the timeline are described in more detail below.

<b>Period</b>	<b>Activity</b>
<b>Month 1-6</b>	<ul style="list-style-type: none"> <li>• Preparatory work before beginning professional qualification</li> <li>• Performance management led by line manager - submitting feedback as evidence of skill development</li> <li>• Achievements should be logged to draw on during end-point assessment in the showcase portfolio</li> <li>• Begin CIPS Diploma</li> </ul>
<b>Months 6-18</b>	<ul style="list-style-type: none"> <li>• Performance management led by line manager - submitting feedback as evidence of skill development</li> <li>• At the end of 18 months, the apprentice completes the CIPS professional qualification</li> </ul>
<b>Months 18-21</b>	<ul style="list-style-type: none"> <li>• Line manager signs off the agreed focus and outline content of the showcase portfolio</li> <li>• Line manager informs assessment organisation that apprentice is ready for the end-point assessment; the assessment organisation issues the case study</li> <li>• Apprentice completes the case study and submits at the end of month 21</li> </ul>
<b>Months 21-24</b>	<ul style="list-style-type: none"> <li>• Apprentice completes and submits the project portfolio at the end of month 23, subject to being informed they have passed the case study. This will be reviewed by the panel, and the apprentice's panel interview will take place at the end of month 24</li> </ul>

## **End-point Assessment**

There is a broad range of experiences available to Commercial apprentices working in the public sector, and during their two-year programme business needs mean they are likely to focus on some aspects of the procurement cycle more than others. The CIPS professional qualification is a preliminary means of providing apprentices with context outside their day-to-day work; the end-point assessment, however, is designed to ensure apprentices can demonstrate they are fully conversant in the skills, knowledge and behaviours expected of Commercial professionals in the public sector, and are able to apply this to novel situations. It is designed to provide assessors with a holistic view of the apprentice, and allow them to assess to what extent the apprentice meets or exceeds the apprenticeship standard.

## **Methods of Assessment**

The end-point assessment consists of two key assessment methods: a case study and a panel interview supported by a showcase portfolio. The assessment methods are designed to be complementary; indeed, if the apprentice fails the case study, they will not be permitted to submit their showcase portfolio or access the panel interview. The interview is an opportunity for the assessment panel to discuss with the apprentice the content of the showcase portfolio, allowing them to seek reassurance, where necessary, that the apprentice meets or exceeds the apprenticeship standard. The weighting for the assessment methods is as follows:

<b>Assessment means</b>	<b>Possible outcomes</b>	<b>Weighting</b>
<b>Case study</b>	Distinction, pass, or fail	34%
<b>Showcase portfolio and panel interview</b>	Distinction, pass, or fail	66%

## **Part One - Case Study**

Inevitably, the variety of experiences available to Commercial apprentices in the public sector may mean that some candidates have less exposure to certain aspects of the procurement cycle than others. In order to provide all apprentices with an opportunity to demonstrate that they meet or exceed the standards expected of them, they are required to complete a case study. The case study will be developed by an independent assessment organisation, and will cover the entire procurement cycle. Apprentices will be required to write a paper of around 1500-2000 words, demonstrating their ability to apply the skills, knowledge and behaviours expected of Commercial professionals in a context that might not be immediately related to their day-to-day work.

The apprentice must submit the case study three months in advance of their expected panel interview date. Panel members will then review the submission and agree a score for this element of the end-point assessment, according to the grading structure below. As mentioned above, if the apprentice fails to achieve at least a

pass in the case study, they will not be permitted to submit their showcase portfolio or attend the panel interview. After receiving feedback on their case study, they may revise and resubmit their work. Those candidates who submit their case study a second time will not be eligible for a distinction.

### Part Two – Showcase Portfolio and Panel Interview

Once apprentices have passed the case study, they may submit their showcase portfolio and attend a panel interview, as outlined below.

#### Showcase Portfolio

The showcase portfolio is a substantial written submission completed in the last six months of the apprenticeship. It is an opportunity for the apprentice to demonstrate that they have applied the skills, knowledge and behaviours required of them in their day-to-day work.

Before beginning work on the portfolio, the apprentice should agree in a meeting with their line manager and mentor their objectives for the final six months of their apprenticeship. When planning the apprentice's work for the final six months, line managers should ensure that they are involved in projects with a broad enough total scope that they can be used in the showcase portfolio, and that apprentices need to apply all the skills, knowledge and behaviours expected of Commercial professionals in tackling them. Where business needs mean that the apprentice is unable to apply all the skills, knowledge and behaviours expected of them in their final six months of work, they might draw on experiences from their entire apprenticeship.

The showcase portfolio should only contain the apprentice's very best work, and it is the responsibility of the line manager and the apprentice's mentor to help guide the apprentice to choose appropriate pieces. The work should be supported by self-assessments and achievement logs completed by the apprentice as part of regular performance management with their line manager, as well as any relevant supporting documents that demonstrate the behaviours required of a Commercial professional. For example, the apprentice might include manager reports, peer reviews and supplier and customer feedback to demonstrate their communication and collaborative skills, and their commitment to delivering quality public services.

To summarise, the showcase portfolio should contain:

- A selection of the apprentice's best relevant work from the final six months of the apprenticeship, complete with supporting documents;
- Their best work from the entire apprenticeship along with supporting documents (only required if business needs mean that the apprentice's final six months of work do not provide sufficient scope to allow them to apply all the skills, knowledge and behaviours).

The apprentice must submit the showcase portfolio a month in advance of their expected panel interview date. Panel members will then review the submission before the panel interview.

### Panel Interview

After successful completion of the showcase portfolio, the apprentice is required to attend a panel interview of up to one hour. The interview is an opportunity to explore particular areas of work where panel members require reassurance that the apprentice meets the standard required. For stronger candidates, the assessors may use the interview to confirm that the apprentice exceeds the standards expected of them and is therefore worthy of a distinction. The interview is also a means of ensuring that the work completed by the apprentice is all their own. The chosen independent assessment organisation will also develop a bank of standard questions used in each apprentice's interview to ensure consistency. Panellists may also supplement the set questions with follow-up questions to ensure complete coverage. After the interview, the panel members will assess the apprentice's performance and agree a score for this element of the end-point assessment according to the grading structure below. If the apprentice scores below 3 on the panel interview, they may arrange another interview but they will not be eligible for a distinction.

### Grading

Each of the two assessment stages will be graded according to the following model, using the assessment criteria in the DAS:

1	2	3	4	5
Significant gaps in the apprentice's ability to meet the standard	Minor gaps in the apprentice's ability to meet the standard	Apprentice fully meets the standard	Apprentice shows some evidence of exceeding the standard expected; meets the standard in all other areas	Consistently exceeds the standard in most areas

Assessors should come to an agreement about the apprentice's score for each assessment method; in case of dispute, the panel member provided by the chosen independent assessment organisation will have the final say. The scores from each stage are added together to give the apprentice a final score. To pass the assessment, they must achieve a minimum total score of 6, with no less than a 3 in either assessment stage, indicating that they have fully met the apprenticeship standard. To achieve a distinction, they must achieve a minimum total score of 8; as mentioned above, if the apprentice has to resubmit their showcase portfolio, they will not be eligible for a distinction under any circumstances. If the apprentice scores less than three at either stage of assessment, they automatically fail the assessment.

## **Assessors**

The assessment panel is made up of three members, each of whom brings a different level of independence. The same three-member panel is responsible for scoring both elements of the apprentice's end-point assessment.

<b>Assessor</b>	<b>Role</b>
<b>Line manager</b>	<ul style="list-style-type: none"> <li>• Can provide context from working with the apprentice and conducting performance management reviews</li> <li>• Should have a minimum of five years of commercial experience, and a relevant professional qualification (e.g. from CIPS)</li> <li>• Assesses portfolio and interview against pass and distinction criteria</li> <li>• Participates in discussion to achieve consensus</li> </ul>
<b>External panel member</b>	<ul style="list-style-type: none"> <li>• The external panel member should be the line manager of an apprentice in a different government department, or from the wider public sector. They will have worked with their own apprentices preparing showcase portfolios, but must not have worked with the apprentice being assessed</li> <li>• Should have a minimum of five years of commercial experience, and a relevant professional qualification (e.g. from CIPS)</li> <li>• Assesses portfolio and interview against pass and distinction criteria</li> <li>• Participates in discussion to achieve consensus</li> </ul>
<b>Panel member from the chosen independent assessment organisation</b>	<ul style="list-style-type: none"> <li>• Completely independent of apprentice and their employer</li> <li>• Should have a minimum of five years of commercial experience, and a relevant professional qualification (e.g. from CIPS)</li> <li>• Assesses portfolio and interview against pass and distinction criteria</li> <li>• Participates in discussion to achieve consensus</li> <li>• Has the casting vote in case of dispute</li> </ul>

### **Independent Assessment Organisations**

An independent assessment organisation will be selected from the Register of Apprentice Assessment Organisations held by the Skills Funding Agency. Independent assessment organisations will:

- Develop standard documentation resources and guidance for apprentices;
- Develop case studies for the showcase portfolio that allow apprentices to demonstrate fully that their skills, knowledge and behaviours meet or exceed the standards expected of them;
- Develop standard documentation resources and guidance for assessors, including bank questions for the panel interview;
- Provide panel members with training to ensure consistency of grading; this should take the form of a standardisation meeting and sitting in on panel interviews. Panel assessors must attend a minimum of two standardisation meetings each year;
- Provide panel members to sit on the assessment panel;
- Coordinate panel meetings and appoint assessors. A suitable roster of assessors shall be identified and agreed by the assessment organisation six months before the anticipated end-point assessment date;
- The date of the end-point assessment shall be decided by the assessment organisation, with input from line managers;
- A suitable meeting room should be booked for the meeting, preferably in the apprentice's place of work.

### **Implementation Plans and Affordability**

This is a new apprenticeship standard, so there are no existing costing models on which to base the cost of end-point assessment delivery. However, the end-point assessment is designed to be carried out in house, where possible; as such, many of the costs of assessment will be absorbed across the public sector as 'business as usual'. Line manager attendance at interviews, for example, will be administered on a reciprocal basis; the total cost of assessment should therefore not significantly exceed the cost of normal performance management and objective setting.

In the first year, it is anticipated that 29 candidates will undergo end-point assessment; this is expected to rise to up to 50 in the following year. Apprentices will be based across England (London, South West, Midlands, North West) and Wales; where possible, the interview should take place in the apprentice's own place of work, but where this is impractical or a different location would be more cost effective, travel may be necessary. Line managers should work with the assessment organisation to arrange a suitable venue for the assessment.

Based on quotes received, it is anticipated that the end-point assessment cost will represent around 10% of the total cost of training and assessment of the apprenticeship.

### **Professional Recognition**

Apprentices are registered with CIPS at the start of their apprenticeship and therefore benefit from professional recognition throughout their programme. Successful completion of the programme allows them to progress to the next level of professional recognition.



## Annex 1 - Detailed Standard for Commercial Apprentice Assessment Plan

Knowledge	Achieved <i>Will know and understand:</i>	Exceeded <i>Will know and understand:</i>
<b>Context of Procurement</b>	<ul style="list-style-type: none"> <li>- The commercial life-cycle: pre-procurement, sourcing and contract management and the terminology surrounding these stages</li> <li>- Organisational design structure and the place of each stage of the commercial life-cycle within this</li> <li>- The organisation's commercial strategy and the governance mechanisms behind this</li> <li>- The difference between private and public sector procurement</li> <li>- The roles and benefits of the commercial function in organisations</li> <li>- Internal and external customers and their priorities for commercial</li> <li>- The different objectives of a commercial function</li> <li>- How different commercial activities inter-relate</li> </ul>	<ul style="list-style-type: none"> <li>- Fully conversant with organisation commercial strategy and procurement policies, procedures, processes and governance mechanisms and is able to advise and support colleagues in their application</li> <li>- The main drivers, effects, risks and regulations of globalisation in supply chains</li> </ul>
<b>Pre-procurement and Early Market Engagement</b>	<ul style="list-style-type: none"> <li>- How to use early market engagement and robust data to inform decisions on appropriate commercial models</li> <li>- The market, supplier and service landscape before beginning the tendering process, e.g. understand the effect of market competition and concentration</li> <li>- Aware of different commercial and contractual models e.g. use of SMEs, mutuals and joint ventures.</li> <li>- Right-sizing of contracts in order to get full value from SME suppliers when they provide best value for money.</li> <li>- Commercial and sustainability risks and opportunities associated with sourcing decisions. The main internal and external stakeholders and how they influence commercial activity</li> <li>- Basic understanding of macro and supply market economics e.g. supply and demand, inflation, market</li> </ul>	<ul style="list-style-type: none"> <li>- Understanding the requirement, the market place and the potential solutions – is able to use this knowledge to provide recommendations or to challenge if necessary</li> <li>- Understands the different supplier management approaches associated with managing strategic and non-strategic suppliers</li> </ul>

<p><b>Sourcing and Contract Agreements</b></p>	<p>trends, competition etc.</p> <ul style="list-style-type: none"> <li>- The main types of contractual agreements e.g. frameworks, mini competitions, call offs, service contracts, one off purchases etc.</li> <li>- How business needs are captured and shape commercial decisions; be aware of how such business objectives are articulated in contractual agreement and procurement specifications</li> <li>- The risks that can arise from inadequate specifications</li> <li>- The use of environmental and social criteria in specifications</li> <li>- How effective commercial activity impacts on creating savings and efficiencies for the organisation</li> <li>- How public money is managed and spent, including the host organisations own rules on setting and managing budgets.</li> <li>- Cost and pricing models and associated financial commercial concepts and how they influence supplier behaviours, e.g. profit, open book accounting etc.</li> <li>- Principal costs drivers e.g. proportion of labour to capital costs etc.</li> <li>- Cost breakdown structures and relation to work breakdown</li> <li>- The use and purposes of financial budgets that impact on commercial decision making</li> <li>- Aware of the importance of developing effective negotiation skills and when/how and what tactics can be used</li> <li>- Selection and award criteria commonly applied when sourcing requirements from external suppliers and how supplier bids are evaluated against these criteria</li> <li>- Realise the use of the different types of documentation and terminology that frequently form part of the commercial procurement process for the</li> </ul>	<ul style="list-style-type: none"> <li>- Sources of competitive advantages e.g. low cost, sources of differential advantage e.g. innovation, brand image etc.</li> <li>- Detailed date knowledge of commercial legislation and regulation and how to apply</li> <li>- The impact of specific legal agreements in procurements and the impact on the relationships between stakeholders and the ultimate delivery e.g. confidentiality, negligence, assignment and sub-contracting</li> <li>- How intellectual property rights can influence commercial contracts</li> <li>- Regulations surrounding bribery and corruption</li> </ul>
--	--	---

STO313/AP01

	<p>supply of goods and services</p> <ul style="list-style-type: none"> <li>- Have sufficient awareness of both national and EU contractual and procedural procurement law, as well as any category or market specific legislation</li> <li>- Recognise the use of legal terms that should regulate commercial agreements</li> <li>- The importance of formal contractual variations, and how this relates to achieving value for money</li> <li>- Aware of and understands the internal approvals process relating to contract award</li> </ul>	
<p><b>Contract and Supplier Management</b></p>	<ul style="list-style-type: none"> <li>- The basic objectives of supplier and contract management</li> <li>- The concept of 'adding value' through commercial relationships</li> <li>- The main types of contractual and supply chain risks and difficulties that may arise and appropriate mitigation strategies</li> <li>- Have a working understanding of how the terms and conditions and contractual obligations affect the delivery of a contract and supplier performance. - Understands typical Key Performance Indicators (KPI)</li> <li>- The value that can be achieved by reducing supply chain risks and vulnerability</li> <li>- The different parts of a contract and how they relate to customer and supplier obligations, risk and liability</li> <li>- Be aware of the benefits of changing your approach to market over time</li> <li>- How supplier capacity, delivery capability, geographic coverage etc. may impact on service delivery</li> <li>- Basic understanding of exit procedures, contract extensions and contract renewals</li> </ul>	<ul style="list-style-type: none"> <li>- The move from contract award to contract management mobilisation, related activities and stakeholders</li> <li>- The value that can be achieved by continuous improvement of quality, creating innovation, promoting sustainable procurement</li> <li>- Develops a deep understanding of how the terms and conditions of a contract affect the suppliers deliverables and how a plan must be developed to manage this</li> <li>- Understand the use of partnerships with key suppliers to share risks, benefits and service costs</li> <li>- Understand basic dispute resolution procedures and strategies</li> <li>- The main remedies in the situation where a supplier has defaulted on or breached a contract</li> </ul>

STO313/AP01

<p><b>Category Management</b></p>	<ul style="list-style-type: none"> <li>- The objectives and components of category management</li> <li>- How specific areas of procurement spend can be organised into appropriate categories (groups of similar requirements, e.g. IT, estates etc.).</li> <li>- The value to be gained from operating a category model through standardisation, volume, innovations and leveraging suppliers</li> <li>- Appreciate the main components, benefits and constraints to taking a category management approach across all three stages of the commercial life-cycle</li> <li>- How category management approach may be appropriate in some situations and not others</li> <li>- The main categories of expenditure that are appropriate for using a category model</li> </ul>	<ul style="list-style-type: none"> <li>- Can explain the importance of the whole category management cycle, including contract management and appreciates the value of the inclusion of this view from the start of the process</li> <li>- Established models and methodology for the adoption of category management e.g. CIPS category management model</li> </ul>
-----------------------------------	--	--

<p>Skills</p>	<p>A Level 4 Commercial Professional Must be Able to <i>Do</i></p>	<p>Exceeded <i>Will be able to do:</i></p>
<p>Pre-procurement and Early Market Engagement</p>	<ul style="list-style-type: none"> <li>- Develop, analyse and interpret market and commodity intelligence, making use of internal and external data.</li> <li>- Use clear and effective communication methods, both verbal and written, when dealing with suppliers and customers</li> <li>- Assist with conducting pre-procurement market engagement ensuring the requirement is deliverable, clear and attractive to suppliers whilst also offering the maximum value for money</li> <li>- Use analytical and problem-solving skills to understand the key information from market intelligence and customer requirements and use this analysis to support the development of a robust business case</li> <li>- Conduct pre-negotiation research preparing relevant</li> </ul>	<ul style="list-style-type: none"> <li>- Uses relevant market information to develop commercial strategy</li> <li>- Shapes output/outcome based requirement taking opportunity to capture views or innovation and structure requirements into lots as necessary to ensure that requirements are effectively allocated to meet the agreed strategy</li> <li>- Views procurements as projects across the life-cycle from pre-procurement to contract management – applies project management approaches and interdisciplinary teams to procurement projects</li> <li>- Works alongside customers to identify present and future needs, linkages to other areas of activity and related potential needs for procurment</li> </ul>

STO313/AP01

	<p>reports for use during negotiation e.g. supplier profiles and market analysis</p>	
<p>Sourcing and Contract Agreements</p>	<ul style="list-style-type: none"> <li>- Apply a set of appropriate tools/techniques that procurement professionals use e.g. LEAN sourcing, specifications, Invitations to Tender etc. to help develop ideas, make decisions and manage risks; and be able to apply these to real contracting situations</li> <li>- Support the preparation of pre-tender, tender and contract (public sector procurement) documents appreciating where input from a range of stakeholders is appropriate, e.g.: Specification of requirements, key performance indicators, contract terms, the pricing schedule, ITT etc.</li> <li>- Make recommendations on which basic sourcing options to use</li> <li>- Appreciation and articulation of key stakeholder requirements, incorporating them into commercial decision making at relevant points</li> <li>- Identifies how commercial decisions can be sustainable and responsible and incorporate these into the procurement process</li> <li>- Operates in compliance with relevant legislation and codes of practice and is able to recognise non-compliance issues and can escalate these in the appropriate way</li> <li>- Be able to use the organisation's IT systems and procurement specific IT e.g. e-sourcing/ e-procurement tools</li> <li>- Respond to clarification questions from suppliers</li> <li>- Recognise the impact that decision-making has on costs and identify opportunities to save money or deliver services in the most effective or efficient way.</li> </ul>	<ul style="list-style-type: none"> <li>- Able to develop and advise on strategy options for sourcing</li> <li>- Able to compile financial reports for a work stream or project</li> <li>- Recommends appropriate negotiation strategies using an understanding of all parties positions, strength and weaknesses to ensure the most effective leverage</li> <li>- Is able to flex negotiation tactics without compromising the agreed strategy and compliance with the process</li> <li>- Consult with specialists to inform negotiation strategy e.g. engineering specialists, health etc.</li> </ul>

STO313/AP01

	<ul style="list-style-type: none"> <li>- Evaluate costs by comparison with industry standards, high performers, previous contracts etc. in order to benchmark costs</li> <li>- Have a level of financial awareness that enables a focus on achieving financial efficiencies and continuous improvement</li> <li>- Actively challenges costs to ensure value for money and effective cost management</li> <li>- Contributes to team negotiations and understand how the strategy relates to the business' negotiation position</li> <li>- Identify approaches to achieve negotiated agreements with external and internal organisations and internal stakeholders including developing the main communication skills that can be used to positive effect in a commercial negotiation.</li> <li>- Contribute towards information requests as required, ensuring accurate, robust responses.</li> </ul>	
<p>Contract and Supplier Management</p>	<ul style="list-style-type: none"> <li>- Be able to confidently display contract and supplier relationship management skills including managing relationships with internal stakeholders</li> <li>- Recognise the need for involving the contract management function and the internal stakeholders in the sourcing phase to ensure early preparations for contract management are factored into the plan</li> <li>- Able to apply performance measures to contracts and utilise thresholds and targets – liaise with suppliers regarding contract performance metrics and management information as part of agreed measurement approach</li> <li>- Monitor progress against business objectives specified in the business case and adapt to changing circumstances whilst maintaining constant sight of the business requirements</li> <li>- Collate, analyse and draw conclusions from supplier</li> </ul>	<ul style="list-style-type: none"> <li>- Actively monitors KPI's against baselines and uses management information to develop strategies for improving contract and supplier performance and management</li> <li>- Able to quantify and source contract management resources</li> <li>- Develops opportunities to incentivise contract delivery and continuous performance improvement</li> <li>- Develop performance measures and determine thresholds and targets and agree improvement plans</li> <li>- Lead performance discussions with suppliers and is able to make recommendations for remedial action if suppliers aren't meeting performance requirements</li> <li>- Work with stakeholders to mitigate or manage risks that can impact commercial contracts</li> <li>- Work with stakeholders to avoid corruption and fraud in supply chains</li> <li>- Able to complete a typical reporting cycle, producing</li> </ul>

	<ul style="list-style-type: none"> <li>- performance data</li> <li>- Maintain contract administration records and schedules</li> <li>- Support the preparation of contract cost reports and deliver cost management to ensure deliverables are met within the required timescales</li> <li>- Be able to articulate expectations of suppliers including use of KPIs.</li> <li>- Articulate and identify commercial risks and related mitigation strategies</li> <li>- Uses simple assessment techniques for assessing risk</li> <li>- Use a range of contract and supplier performance monitoring, management and reporting techniques to ensure cost, service, quality and sustainability objectives are being achieved.</li> </ul>	<ul style="list-style-type: none"> <li>- management reports</li> <li>- Prepare contract management plans</li> <li>- Liaise with legal teams to manage the development of contracts to achieve commercial objectives</li> <li>- Articulates and manages commercial risks, applying mitigation techniques</li> </ul>
<b>Behaviours</b>	<b>How a Level 4 Commercial Professional Must Behave</b>	
Thinking Commercially	<ul style="list-style-type: none"> <li>- Consider the objective of achieving value for the taxpayer's money whilst maximising quality in all commercial decisions. Maintain an economic, long-term focus in all activities</li> <li>- Aware of and understand the organisation's commercial strategy and the policies, procedures and governance mechanisms that drive it</li> </ul>	<ul style="list-style-type: none"> <li>- Consistently consider opportunities for continuous improvement in commercial decision making with the goal of improving the delivery of public service</li> <li>- Interact confidently and effectively as an intelligent and credible customer with suppliers and other commercial teams</li> </ul>
Changing, Improving and Learning	<ul style="list-style-type: none"> <li>- Be responsive, innovative and seek out opportunities to create effective change</li> <li>- Learn from mistakes</li> <li>- Must have a strong commitment and be self-motivated to develop and learn</li> <li>- Seek out feedback from other to improve one's own efficiency and effectiveness at work</li> <li>- See change as an opportunity not a threat - be adaptable</li> <li>- Help others to understand changes, articulating why they have been introduced</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrates experience of gathering and collating lessons learned from broader commercial teams to feed into future procurement projects and/or to analyse previous contracts</li> <li>- Recognise the need for change, challenge existing practices when necessary and encourage team commitment to positive changes</li> <li>- Find ways to improve systems and structures to deliver with more streamlined resources</li> <li>- Review procedures, systems and processes with teams to identify improvements</li> </ul>

STO313/AP01

	<ul style="list-style-type: none"> <li>- Understand and apply technology to achieve improvement in effective business results</li> </ul>	
Communicating and Collaborating	<ul style="list-style-type: none"> <li>- Create and maintain positive, professional and trusting working relationships with a wide range of stakeholders within and outside the public sector</li> <li>- Maintain effective partnerships with suppliers and customers through the commercial process to achieve business objectives</li> <li>- Appreciate that conflict can occur with colleagues, develop techniques to avoid and minimise conflict</li> <li>- Be proactive in engaging, consulting and sharing knowledge with others from outside own immediate team when this will be beneficial to business objectives</li> </ul>	<ul style="list-style-type: none"> <li>- Readily share resources with other teams within the organisation to support shared goals and priority of organisation</li> <li>- Take the time to develop a common focus and team spirit within team</li> </ul>
Working Efficiently and Effectively	<ul style="list-style-type: none"> <li>- Make objective and accurate judgments using sound evidence and knowledge</li> <li>- Work with pace to appropriate timescales and take responsibility and accountability for quality outcomes</li> <li>- Use analysis skills to examine complex information and apply when decision making</li> </ul>	<ul style="list-style-type: none"> <li>- Make decisions when needed even if they are difficult or unpopular</li> <li>- Be aware of own scope of authority for decision making and empower other team members to make decisions</li> <li>- Invite challenges to own decisions in order to present the most robust recommendations</li> </ul>
Commitment to Deliver Quality Public Services	<ul style="list-style-type: none"> <li>- Keep the objective of delivering and improving a quality public service at the forefront of decision-making</li> <li>- Always take account of diverse customer needs and requirements</li> </ul>	<ul style="list-style-type: none"> <li>- When necessary challenge the misuse of resources in delivering public services – present the goal of achieving value for money and sustainable ways of working</li> <li>- Develop proposals to improve the quality of service with involvement from a diverse range of staff, stakeholders or delivery partners</li> </ul>