

**Senior Leader  
Master's non-integrated  
Degree  
Apprenticeship**

**End Point  
Assessment Plan**

**August 2017**

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## Introduction

This document sets out the requirements for end point assessment (EPA) for the senior leader, level 7 apprenticeship standard - see Annex 1. It will be of interest to senior leader apprentices and their employers, Higher Education Institutions (HEIs), training providers and apprentice assessment organisations (AAO).

A strategic leader is someone who has senior management responsibility, and this can include formal governance/director responsibilities. They are responsible for setting strategy, direction and vision, for providing a clear sense of purpose and driving strategic intent. They take into account global/macro level market trends and environmental influences, identifying longer-term opportunities and risks. Through inclusive leadership, they are responsible for developing ethical, innovative and supportive cultures with the agility to deliver results, and are a role model, with responsibility for those in senior positions and significant organisational budgets.

This occupation applies to senior leaders in the private, public or third sector and all sizes of organisation, who lead, organise and direct organisations. Specific job roles may include: General Manager, Senior Manager, Executive Director, Chief Operating Officer, Chief Financial Officer, Chief Executive Officer, Chief Information Officer, Senior Military Officer.

The strategic leader apprenticeship will typically take 2 - 2 ½ years to complete, with a minimum of 20% off-the-job training. The exact duration will be dependent on the previous knowledge, skills and experience of the individual.

This apprenticeship has been designed to provide access to development opportunities for as wide a range of individuals as possible but focuses on those who may already have developed practical experience but who wish to develop their theoretical understanding of higher level management skills further.

What distinguishes this apprenticeship from other master's level study programmes is the employer-defined knowledge, skills and behaviour (KSBs) outcomes that are integrated and assessed, underpinned with a management master's degree, and the potential to achieve professional recognition.

HEIs and training providers will design their programmes and delivery to ensure all aspects of the standard are met. They will also develop approaches to delivery and assessment that will deliver high quality education and training to apprentices and fulfil employer expectations. This may be achieved via a range of different delivery models including day release, distance learning and online, or through a more integrated approach designed in association with the apprentice's employer.

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End point assessment should only start once the employer is satisfied that the **gateway** requirements for EPA have been met and that the apprentice is consistently working at or above the level set out in the standard. The gateway requirements include completion of a Master's level management degree and English and maths at level 2.

End point assessment must be conducted by an independent assessor, appointed by an Apprentice Assessment Organisation (AAO) approved for this apprenticeship - as shown on the Register of Apprentice Assessment Organisations (RoAAO).

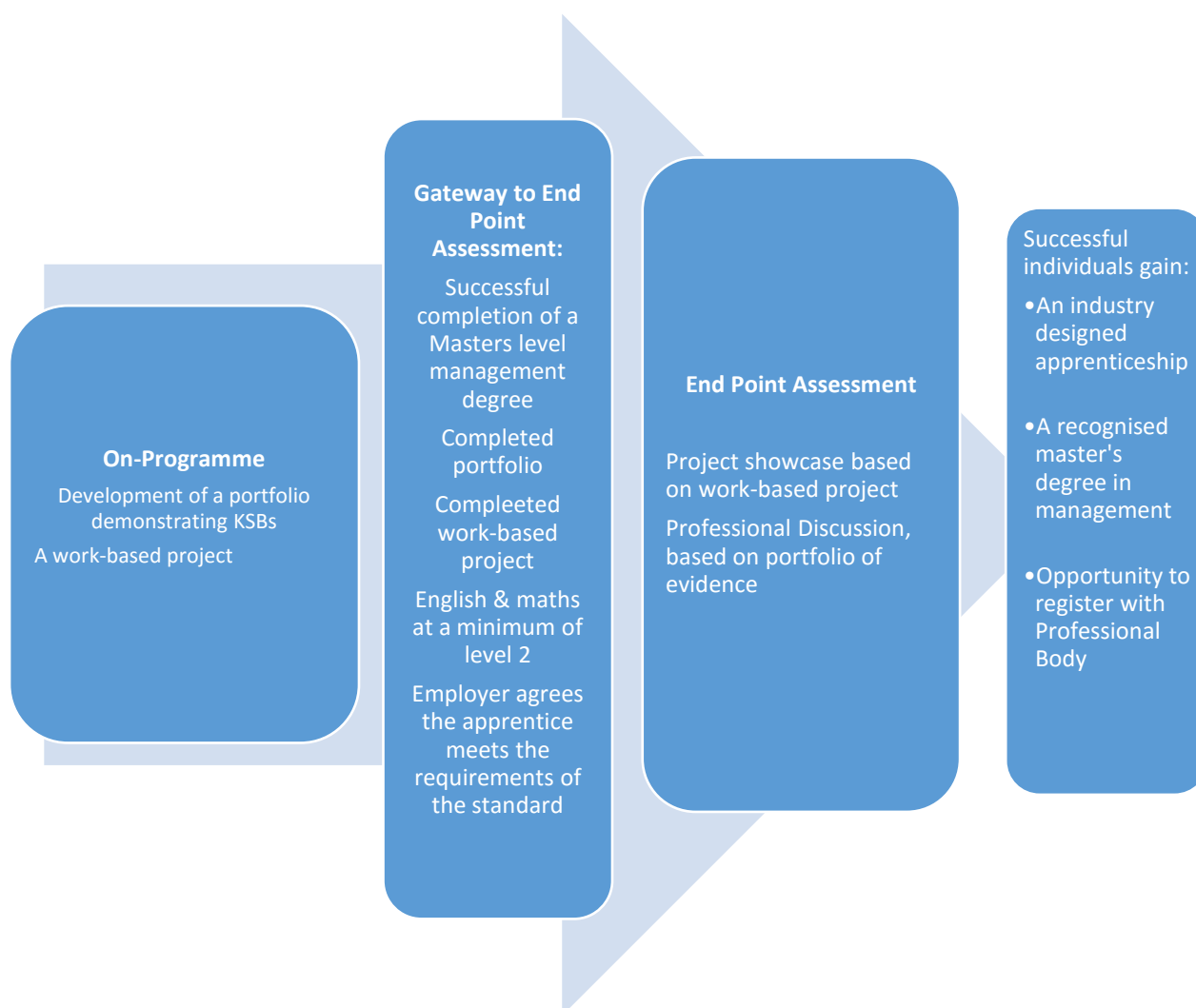
The EPA consists of 2 distinct assessment methods:

- **Project showcase**, based on work-based project, including report, presentation and questioning
- **Professional discussion**, based on review of portfolio

Performance in the EPA will determine the apprenticeship grade of fail, pass, merit or distinction. A pass represents competence against the KSBs on the apprenticeship standard; with merit and distinction representing performance above the requirements for the standard.

On successful completion, apprentices may choose to register as members with the Chartered Management Institute and/or the Institute of Leadership & Management, to support their professional career development and progression.

The end point assessment model is as follows:



**Diagram 1. End point assessment model**

Assessment Method	Area Assessed	Assessed By	Weighting
Project showcase, based on work-based project; including report, presentation and questioning	Knowledge, skills and behaviours - as shown in Annex 2	Apprentice Assessment Organisation	50%
Professional Discussion, based on review of portfolio of evidence	Knowledge, skills and behaviours- as shown in Annex 2	Apprentice Assessment Organisation	50%

**Table 1. End Point Assessment Methods Overview**

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## 1. End Point Assessment Gateway

End point assessment should only start once the employer is satisfied that the gateway requirements have been met and that the apprentice is consistently working at or above the level set out in the standard. Employers may wish to take advice from the apprentice's HEI/training provider.

Gateway requirements:

- Notification of successful completion of a Master's degree in management
- Achievement of English and mathematics level 2 or higher
- Completion of a work-based project:  
In the last 6 months of the on-programme period, the apprentice must undertake a work-based project, which will bring together elements of their learning from different parts of the programme and show their accumulated knowledge and understanding of management and its application in their organisation.

The topic/coverage of the work-based project will be agreed between the employer and apprentice, and must be of benefit to the business. Work-based projects must enable the application of KSBs to be assessed by the project showcase.

The employer must agree with the apprentice a work-based project that is achievable within the employer's business constraints, whilst meeting the needs of the EPA.

The work-based project should be conducted as part of the apprentice's normal work. The employer should make allowance, in terms of time and resource, for the work-based project to be undertaken.

Examples of projects:

- The rebranding of a family business following diversification
- The market research and business planning for a new service
- Reviewing and making recommendations for improving a service delivery area
- Designing and delivering service change across locations and teams
- The development of data analytics to expand marketing opportunities
- Strategic development of a global company
- International Marketing of a global company

Guidance on the work-based project can be found at Annex 3.

- Hold a portfolio:  
Apprentices must create a portfolio during the on-programme period, with evidence demonstrating the KSBs assessed by the professional discussion.

Evidence can be in the form of reports, minutes, emails, stakeholder/customer comments, performance reviews, presentations etc. This list is not exhaustive. The portfolio must have a minimum of one piece of evidence that demonstrates each required KSB of the standard. Evidence must be holistically mapped against the KSBs. It must contain 10-15 discrete pieces of evidence.

Employers may assist the apprentice to develop their portfolio to ensure that it is complete and that it covers the totality of the KSBs to be assessed by professional discussion.

## 2. End Point Assessment

EPA should be completed within 8–12 weeks, from the apprentice meeting the requirements of the end point assessment gateway.

The EPA consists of 2 distinct assessment methods:

- Project showcase, based on work-based project, including report, presentation and questioning
- Professional discussion, based on review of portfolio

The assessment methods contribute equality to the end point assessment grade i.e. 50%.

The assessment methods will collectively assess the KSBs required of a Senior Leader, as set out in the apprenticeship standard - see Annex 1.

The KSBs to be assessed by each assessment method are set out in Annex 2.

The grading criteria for each assessment method are set out in Annex 4.

It is anticipated that apprentices will undertake both assessment methods on the same day however, this is not a requirement; allowing AAOs flexibility and efficiency in scheduling.

### Project Showcase

The project showcase focuses on apprentices presenting the approach, findings, recommendations and lessons learned from their work-based project. It includes a report, presentation and questioning.

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It must cover:

- What the apprentice set out to achieve, how they approached the work and dealt with any issues
- The key outcomes of the work-based project
- Recommendations and lessons learned from the work-based project

Apprentices must complete and submit a report based on their work-based project to their AAO. Apprentices must present their report to their independent assessor. This will be followed by a questioning with the independent assessor relating to the work-based project, focussing on KSBs assessed by this assessment method that have not been demonstrated via the report or presentation. The evidence from the report, presentation and answers to questions will be holistically assessed against the KSBs.

Requirements:

- The report must be submitted to the apprentice's AAO within one month of the EPA gateway
- The report must be 4000 words +/-10%, and can include photos, diagrams and tables where they add value and clarity to the report, but these will be included in the word count. No annexes or appendices are allowed.
- Apprentices must receive appropriate notice of their presentation/questioning time - a minimum of 7 days' notice must be given
- The presentation must be for a duration of 20 minutes +/-10%
- Apprentices may use PowerPoint and presentation aides e.g. handouts as they see fit; technical requirements must be agreed with the AAO in advance
- Questioning must be 25-30 minutes duration
- Questioning must consist of open questions, with follow up questions allowed for clarification. AAOs must provide sample questions however, it is not feasible to pre-determine questions: they will depend upon i) the nature of the work upon which the presentation is based, ii) what is said in the presentation and iii) what the independent assessor decides needs to be clarified

Example questions that might be used:

- Tell me about a task that did not go to plan, what action you took, the results and learning you took from the experience.
- During your project, how have you developed your knowledge to enable you to better shape organisational vision, culture and values?
- Tell me about how you have used horizon scanning to develop and deliver a high-performing strategy.
- Tell me about a time when you demonstrated flexibility when making a decision or solving a problem?



- The presentation and questioning must be face-to-face with the independent assessor, except in exceptional circumstances where it may be via live media for example, where apprentice is working abroad or based on a restricted site
- The presentation and questioning must take place in a suitably controlled environment i.e. quiet space, free from distraction. This may be at employers' premises or other suitable venues
- The presentation and questioning must be recorded by the independent assessor (using written, audio or video recording); a copy of the report and any presentation material must be retained for quality assurance purposes

### **The Professional Discussion**

The Professional Discussion takes place between the apprentice and their independent assessor. The independent assessor must prepare areas for discussion following the review of the apprentice's portfolio and based on the KSBs to be assessed by this assessment method.

The professional discussion will:

- Clarify any questions the independent assessor has from their review of the portfolio of evidence
- Explore aspects of the work, including how it was carried out, in more detail
- Require the apprentice to draw on their evidence to demonstrate the KSBs

Requirements:

- Apprentice must receive appropriate notice of their professional discussion time - a minimum of 7 days' notice must be given
- Independent assessors must structure a series of topic areas for discussion based on the areas of the standard to be tested as set out in Annex 2
- The professional discussion must last for 50–60 minutes
- The professional discussion must be face-to-face with the independent assessor, or in exceptional circumstances via live media for example, where apprentice is working abroad or based on a restricted site
- The professional discussion must take place in a suitably controlled environment i.e. quiet space, free from distraction. This may be at employers' premises or other suitable venues
- The professional discussion must be recorded by the independent assessor (using audio or video recording).

### **Independent Assessors**

AAOs must appoint independent assessors to conduct the end point assessment.

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Independent assessors must:

- Be independent of the apprentice, their employer and HEI/training provider i.e. there must be no conflict of interest
- Have 5 years knowledge and experience of leadership and management in an organisational setting  
and  
hold a relevant leadership and management qualification, at a minimum of a Level 7 (or equivalent)  
*or*  
have significant occupational experience of more than 7-years as a manager or leader
- Hold a recognised assessment qualification e.g. A1 or have been trained in assessment practice by their AAO
- Complete 35 days of recorded Leadership & Management related CPD per year.

### End Point Assessment Grading

Independent assessors will assess and grade each assessment method separately and combine the results to determine the end point assessment/apprenticeship grade.

Each assessment method will be graded fail, pass, merit or distinction using the assessment criteria in Annex 4. The merit criteria builds on the pass criteria, with distinction criteria building on the pass and merit criteria.

To achieve a **pass** apprentices must gain a pass or higher in both assessment methods. A pass represents full competence against the apprenticeship standard.

To achieve a **merit**, apprentices must achieve a merit or higher in each assessment method.

To achieve a **distinction**, apprentices must achieve a distinction in both assessment methods.

Independent assessors' decisions will be subject to moderation – see internal quality assurance section. Results must not be confirmed until after moderation.

### Re-sits/Re-takes

Apprentices that fail one or more of the end point assessment methods are allowed to re-sit/re-take. A re-sit does not require further learning whereas a re-take does. It is recommended but not required that apprentices wait for one month before re-taking to

allow the development of the KSBs that were found to be lacking at the end point assessment.

### 3. Professional Body Recognition

Chartered Management Institute: successful apprentices will be eligible for Chartered Fellow or Chartered Manager member status depending on years of management experience.

Institute of Leadership & Management: successful apprentices will be eligible for membership or fellowship, subject to requisite management experience.

### 4. Quality Assurance – Internal

Internal quality assurance refers to the requirements that AAOs must have in place to ensure consistent (reliable) and accurate (valid) assessment decisions. IAOs for this standard must as a minimum undertake the following:

- Provide training to independent assessors in relation to systems and process; and assessment practice where required
- Ensure independent assessors have relevant experience and qualifications – as detailed above
- Appoint qualified quality assurance personnel to complete moderation
- Undertake moderation of independent assessors work; with a minimum of 10% of each independent assessors assessments sampled, rising where there are potential standardisation issues
- Hold standardisation meetings with independent assessors to provide updates and share good practice at least twice a year
- Produce assessment tools and materials to operate the assessment methods in line with good practice, i.e. recording documentation, sample questions, professional discussion guide
- Operate a complaints and appeals process; any appeals in relation to the outcome of the end point assessment will be initially managed by the AAO, and escalated to the external quality assurance body as appropriate
- Seek feedback from apprentices, employers and HEIs/training providers as to satisfaction with the service provided. This feedback will be used to inform service improvements and will be reviewed at regular points throughout the year
- Meet any requirements set in relation to External Quality Assurance

They will also be responsible for undertaking any reporting requirements and provision of information relating to performance and outcomes. They will also report on any concerns identified as to the quality of any on-programme training or assessment practices.

## **5. Quality Assurance – External**

External quality assurance arrangements will ensure that AAOs delivering EPA for this standard operate consistently and in line with this plan.

External quality assurance for this apprenticeship standard will be undertaken by the Institute for Apprenticeships.

## **6. Implementation**

### **Affordability**

The approach presented offers an affordable and scalable solution to end point assessment for this apprenticeship. The approach is robust and will ensure the best use of management time, with an EPA that delivers an effective synoptic assessment at reasonable cost and through a delivery model which minimises time and impact on the apprentice and employer.

AAOs must seek to respond across a range of geographical locations. This will ensure that independent assessors' time is maximised, and that employer and apprentices have easy access to the EPA with little time spent on travel and associated costs.

The cost of the EPA is anticipated to represent no more than 15% of the apprenticeship funding band, based on quotes provided.

### **Volume**

It is anticipated that there will be 500 starts per year on the apprenticeship.

**Annex 1****Senior Leader Master's Degree Apprenticeship Standard**

<b>Knowledge</b>	<b>What is required</b>
<b>Organisational Performance – delivering a long-term purpose</b>	
<b>Strategy</b>	Knows how to shape organisational vision, culture and values. Understands organisational structures; business modelling; diversity; global perspectives; governance and accountability; the external environment, social, technological and policy implications. Understands new market strategies, changing customer demands and trend analysis.
<b>Innovation &amp; Change</b>	Understands innovation; the impact of disruptive technologies (mechanisms that challenge traditional business methods and practices); drivers of change and new ways of working across infrastructure, processes, people and culture and sustainability.  Knowledge of systems thinking, knowledge/data management, and programme management.
<b>Enterprise &amp; Risk</b>	Knowledge of ethics and values based leadership; regulatory environments, legal, H&S and well-being and compliance requirements; corporate social responsibility; risk management, environmental impact and cyber security. Understands competitive strategies and entrepreneurialism, approaches to effective decision making, and the use of big data and insight to implement and manage change.
<b>Finance</b>	Understands financial strategies including scenarios, modelling and identifying trends, application of economic theory to decision-making, and how to evaluate financial and non-financial information. Understands financial governance and legal requirements, and procurement strategies.
<b>Interpersonal Excellence – leading people and developing collaborative relationships</b>	
<b>Leading &amp; Developing People</b>	Knowledge of organisational/team dynamics and how to build engagement and develop high performance, agile and collaborative cultures. Understands approaches to strategic workforce planning including talent management, learning organisations, workforce design, succession planning, diversity and inclusion.
<b>Developing Collaborative Relationships</b>	Understands large scale and inter-organisational influencing and negotiation strategies. Knowledge of the external political environment and use of diplomacy with diverse groups of internal and external stakeholders. Understands working with board and company structures. Knowledge of brand and reputation management.

<b>Skills</b>	<b>What is required</b>
<b>Organisational Performance – delivering a long-term purpose</b>	
<b>Strategy</b>	Use of horizon scanning and conceptualisation to deliver high performance strategies focusing on growth/sustainable outcomes. Sets a clear agenda and gains support from key

	stakeholders. Able to undertake research, and critically analyse and integrate complex information.
<b>Innovation and Change</b>	Initiates and leads change in the organisation, creates environment for innovation and creativity, establishing the value of ideas and change initiatives and drives continuous improvement. Able to manage conflict. Manages partnerships, people and resources effectively, and measures outcomes. Acts where needed as a Sponsor, championing projects and transformation of services across organisational boundaries.
<b>Enterprise and Risk</b>	Challenge strategies and operations in terms of ethics, responsibility, sustainability, resource allocation and business continuity/risk management. Application of principles relating to Corporate Social Responsibility, Governance, Regulatory compliance. Drives a culture of resilience and supports development of new enterprise and opportunities.
<b>Finance</b>	Oversees financial strategies/management, results and setting organisational budgets, and challenges financial assumptions underpinning strategies. Is accountable for decisions based on relevant information e.g. Key Performance Indicators/scorecard. Uses financial data to allocate resources. Oversees procurement, supply chain management and contracts.
<b>Interpersonal Excellence – leading people and developing collaborative relationships</b>	
<b>Engaging Employees</b>	Uses personal presence and “storytelling” to articulate and translate vision into operational strategies, demonstrating clarity in thinking and using inspirational communication. Creates an inclusive culture, encouraging diversity and difference. Gives and receives feedback at all levels, building confidence and developing trust, and enables people to take risks.
<b>Leading and Developing People</b>	Enables an open and high performance working, and sets goals and accountabilities for teams and individuals. Leads and influences people, building constructive working relationships across teams, using matrix management where required. Ensures workforce skills are utilised, balancing people and technical skills and encouraging continual development.
<b>Building Collaborative Relationships</b>	Manages complex relationships across multiple and diverse stakeholders. Builds trust and rapport, with ability to positively challenge. Leads beyond area of control/authority, and able to influence, negotiate and use advocacy skills to build reputation and effective collaborations.

<b>Behaviours</b>	<b>What is required (developed and exhibited in the workplace)</b>
<b>Personal and interpersonal effectiveness</b>	
<b>Leads by Example</b>	Has high levels of self-awareness, emotional and social intelligence, empathy and compassion, and able to identify mental well-being in others. Works collaboratively enabling empowerment and delegation. Acts with humility and authenticity, is credible, confident and resilient.

<b>Judgement and Challenge</b>	Takes personal accountability aligned to clear values. Demonstrates flexibility and willingness to challenge when making decisions and solving problems. Instils confidence demonstrating honesty, integrity, openness, and trust.
<b>Courage &amp; Curiosity</b>	Is confident and brave, willing to innovate, seeks new ideas and looks for contingencies. Manages complexity and ambiguity, comfortable in uncertainty, and is pragmatic.
<b>Valuing Difference</b>	Engaging with all – is ethical and demonstrates inclusivity, recognising diversity, championing, and enabling cultural inclusion. Empowers and motivates to inspire and support others.
<b>Professional</b>	Reflects on own performance, demonstrates professional standards in relation behaviour and ongoing development. Advocates the use of good practice within and outside the organisation.

## Annex 2 – Knowledge, Skills and Behaviours to be assessed by each Assessment Method

Knowledge	What is required (through formal learning and applied according to business environment)	Assessment Method
<b>Organisational Performance – delivering a long-term purpose</b>		
Strategy	Knows how to shape organisational vision, culture and values.	Professional discussion
	Understands organisational structures; business modelling; diversity; global perspectives; governance and accountability; the external environment, social, technological and policy implications.	Professional discussion
	Understands new market strategies, changing customer demands and trend analysis.	Professional discussion
Innovation & Change	Understands innovation; the impact of disruptive technologies (mechanisms that challenge traditional business methods and practice); drivers of change and new ways of working across infrastructure, processes, people and culture and sustainability.	Professional discussion
	Knowledge of systems thinking, knowledge/data management, and programme management.	Project showcase
Enterprise & Risk	Knowledge of ethics and values based leadership; regulatory environments, legal, H&S and well-being and compliance requirements; corporate social responsibility; risk management, environmental impact and cyber security.	Professional discussion
	Understands competitive strategies and entrepreneurialism, approaches to effective decision making, and the use of big data and insight to implement and manage change.	Project showcase
Finance	Understands financial strategies including scenarios, modelling and identifying trends, application of economic theory to decision-making, and how to evaluate financial and non-financial information.	Professional discussion
	Understands financial governance and legal requirements, and procurement strategies.	Professional discussion
<b>Interpersonal Excellence – leading people and developing collaborative relationships</b>		
Leading & Developing People	Knowledge of organisational/team dynamics and how to build engagement and develop high performance, agile and collaborative cultures.	Professional discussion
	Understands approaches to strategic workforce planning including talent management, learning organisations, workforce design, succession planning, diversity and inclusion.	Professional discussion
Developing Collaborative Relationships	Understands large scale and inter-organisational influencing and negotiation strategies.	Project showcase
	Knowledge of the external political environment and use of diplomacy with diverse groups of internal and external stakeholders.	Professional discussion
	Understands working with board and company structures.	Professional discussion
	Knowledge of brand and reputation management.	Professional discussion
Skills	What is required (developed through continuous professional development in the workplace)	Assessment Method



<b>Organisational Performance – delivering a long-term purpose</b>		
Strategy	Use of horizon scanning and conceptualisation to deliver high performance strategies focusing on growth/sustainable outcomes.	Professional Discussion
	Sets a clear agenda and gains support from key stakeholders.	Project showcase
	Able to undertake research, and critically analyse and integrate complex information.	Project showcase
Innovation and Change	Initiates and leads change in the organisation, creates environment for innovation and creativity, establishing the value of ideas and change initiatives and drives continuous improvement.	Professional discussion
	Able to manage conflict. Manages partnerships, people and resources effectively, and measures outcomes.	Project showcase
	Acts where needed as a Sponsor, championing projects and transformation of services across organisational boundaries.	Project showcase
Enterprise and Risk	Able to challenge strategies and operations in terms of ethics, responsibility, sustainability, resource allocation and business continuity/risk management.	Professional discussion
	Application of principles relating to Corporate Social Responsibility, Governance, Regulatory compliance. Drives a culture of resilience and supports development of new enterprise and opportunities.	Professional discussion
Finance	Oversees financial strategies/management, results and setting organisational budgets, and challenges financial assumptions underpinning strategies.	Project showcase
	Is accountable for decisions based on relevant information eg Key Performance Indicators/scorecard.	Project showcase
	Uses financial data to allocate resources.	Project showcase
	Oversees procurement, supply chain management and contracts.	Professional discussion
<b>Interpersonal Excellence – leading people and developing collaborative relationships</b>		
Engaging Employees	Uses personal presence and “storytelling” to articulate and translate vision into operational strategies, demonstrating clarity in thinking and using inspirational communication.	Professional discussion
	Creates an inclusive culture, encouraging diversity and difference.	Professional discussion
	Gives and receives feedback at all levels, building confidence and developing trust, and enables people to take risks.	Professional discussion
Leading and Developing People	Enables an open and high performance working, and sets goals and accountabilities for teams and individuals.	Project showcase
	Leads and influences people, building constructive working relationships across teams, using matrix management where required	Project showcase
	Ensures workforce skills are utilised, balancing people and technical skills and encouraging continual development.	Project showcase
Building Collaborative Relationships	Manages complex relationships across multiple and diverse stakeholders.	Professional discussion
	Builds trust and rapport, with ability to positively challenge.	Professional discussion
	Leads beyond area of control/authority, and able to influence, negotiate and use advocacy skills to build reputation and effective collaborations.	Professional discussion

Behaviours	What is required (developed and exhibited in the workplace)	Assessment Method
<b>Personal and interpersonal effectiveness</b>		
Leads by Example	Has high levels of self-awareness, emotional and social intelligence, empathy and compassion, and able to identify mental well-being in others.	Professional discussion
	Works collaboratively enabling empowerment and delegation. Acts with humility and authenticity, is credible, confident and resilient.	Professional discussion
Judgement and Challenge	Takes personal accountability aligned to clear values. Instils confidence demonstrating honesty, integrity, openness, and trust.	Professional discussion
	Demonstrates flexibility and willingness to challenge when making decisions and solving problems.	Project showcase
Courage & Curiosity	Is confident and brave, willing to innovate, seeks new ideas and looks for contingencies.	Professional discussion
	Manages complexity and ambiguity, comfortable in uncertainty, pragmatic.	Project showcase
Valuing Difference	Engaging with all – is ethical and demonstrates inclusivity, recognising diversity, championing, enabling cultural inclusion.	Professional discussion
	Actively seeks to coach and mentor.	Professional discussion
Professional	Reflects on own performance, demonstrates professional standards in relation behaviour and ongoing development.	Professional discussion
	Advocates the use of good practice within and outside the organisation.	Project showcase

### **Annex 3 - Requirements for Work-based Projects**

Work-based projects must enable the application of KSBs to be assessed by the project showcase.

- Employer and apprentice to agree the project title and support arrangements required to enable the work-based project to be undertaken
- The work-based project should normally be based on an agreed business problem that forms part of the apprentice's role
- Suitable time should be set aside by the employer for the apprentice to plan, undertake and write up their work-based project
- The apprentice will first work out what is required and present terms of reference and an initial plan for agreement with the employer
- The project will typically be undertaken at the employer's premises
- The employer will ensure that the apprentice has access to the tools and systems required to complete the tasks within the project
- The apprentice will provide a signed statement to confirm the work-based project is their own work
- The work-based project will be set and completed during the final 6 months of the apprenticeship i.e. before the end point assessment gateway

## Annex 4 - Grading Criteria

### 1. Project Showcase

Knowledge & Skills	What is required	Fail	Pass	Merit (in addition to pass criteria)	Distinction (in addition to merit criteria)
<b>Strategy Skills</b>	<p><b>The Apprentice can:</b> Set a clear agenda and gains support from key stakeholders.</p> <p><b>The Apprentice is:</b> Able to undertake research, and critically analyse and integrate complex information.</p>	No Evidence	<p><b>The Apprentice can show:</b> The use of horizon scanning techniques, investigate opportunities to develop a business proposal. The justification of a strategy with targets for growth and sustainable outcomes. Communication of an agenda and gain and retain support from key stakeholders Demonstration of the use of research techniques to generate data and information of strategic value The critical analysis and integration of complex information to support the development of organisational strategy</p>	<p><b>Pass criteria plus:</b> A range of methods of presentation have been used and technical language has been accurately used</p> <p>Coherent, logical development of principles/concepts for the intended audience</p> <p>Communication has taken place in familiar and unfamiliar contexts</p> <p>The communication is appropriate for familiar and unfamiliar audiences and appropriate media have been used.</p>	<p><b>Merit criteria plus:</b> Autonomy/independence has been demonstrated</p> <p>Ideas have been generated and decisions taken</p> <p>Convergent and lateral thinking has been applied Problems have been solved</p> <p>Innovation and creative thought throughout Receptiveness to new ideas is evident</p> <p>Effective thinking has taken place in unfamiliar contexts.</p>
<b>Innovation and Change Knowledge</b>	<p><b>The Apprentice has:</b> Knowledge of systems thinking, knowledge/data management, and programme management.</p>	No Evidence	<p><b>The Apprentice can show:</b> The critical evaluation of approaches to innovation Investigation and assessment of the value of own organisation's innovation practices</p>	<p><b>Pass criteria plus:</b> A range of methods of presentation have been used and technical</p>	<p><b>Merit criteria plus:</b> Conclusions have been arrived at through synthesis of ideas and have been justified</p>

			<p>Assessment of the impact of disruptive technologies on the strategy of own organisation</p> <p>The critical evaluation of models of change management</p> <p>The analysis of the drivers of change that impact on own organisation</p> <p>Examination of the impetus for new ways of working across infrastructure, processes, people and culture, and sustainability in own organisation</p> <p>The critical evaluation of approaches to systems thinking, knowledge/data management and programme management</p>	<p>language has been accurately used</p> <p>Effective judgements have been made</p> <p>Complex problems with more than one variable have been explored</p> <p>An effective approach to study and research has been applied.</p> <p>Relevant theories and techniques have been applied</p> <p>A range of methods and techniques have been applied</p> <p>A range of source information has been used</p> <p>The selection of methods and techniques/sources has been justified</p> <p>The design of methods/techniques has been justified</p> <p>Complex information/data</p>	<p>The validity of results has been evaluated using defined criteria</p> <p>Self-criticism of approach has taken place</p> <p>Realistic improvements have been proposed against defined characteristics for success.</p> <p>Autonomy/independence has been demonstrated</p> <p>Substantial activities, projects or investigations have been planned, managed and organised</p> <p>Activities have been managed</p> <p>The unforeseen has been accommodated</p> <p>The importance of interdependence has been recognised and incorporated</p>
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				has been synthesised and processed  Appropriate learning methods/techniques have been applied	
<b>Innovation and Change Skills</b>	<p><b>The Apprentice is:</b> Able to manage conflict. Manages partnerships, people and resources effectively, and measures outcomes.</p> <p><b>The Apprentice:</b> Acts where needed as a Sponsor, championing projects and transformation of services across organisational boundaries.</p>	No Evidence	<p><b>The Apprentice can:</b> Present a case for change in own organisation Project-manage change in own organisation Develop an environment to support a culture innovation and creativity Assess the value of ideas and change initiatives in own organisation Report on the impact of continuous improvement initiatives in own organisation Manage conflict at a strategic level Appraise how outcomes are measured in the management of partnerships, people and resources in own organisation Demonstrate own role as Sponsor, championing projects and transformation of services across organisational boundaries</p>	<p><b>Pass criteria plus:</b> The appropriate structure and approach has been used  Coherent, logical development of principles/concepts for the intended audience  A range of methods of presentation have been used and technical language has been accurately used  Communication has taken place in familiar and unfamiliar contexts  The communication is appropriate for familiar and unfamiliar audiences and appropriate media have been used</p>	<p><b>Merit criteria plus:</b> Autonomy/independence has been demonstrated  Ideas have been generated and decisions taken  Convergent and lateral thinking has been applied Problems have been solved  Innovation and creative thought throughout Receptiveness to new ideas is evident  Effective thinking has taken place in unfamiliar contexts.</p>
<b>Enterprise &amp; Risk Knowledge</b>	<p><b>The Apprentice:</b> Understands competitive strategies and entrepreneurialism, approaches to effective decision making, and the use of</p>	No Evidence	<p><b>The Apprentice can:</b> Analyse ethical and values based approaches to leadership</p>	<p><b>Pass criteria plus:</b> A range of methods of presentation have been used and technical</p>	<p><b>Merit criteria plus:</b> Conclusions have been arrived at through</p>

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	big data and insight to implement and manage change.		<p>Investigate regulatory, legal, health and safety, well-being and compliance requirements which impact own organisation's performance</p> <p>Analyse principles of corporate social responsibility which underpin own organisation's strategy</p> <p>Assess the risks facing your organisation in delivering its strategic objectives</p> <p>Evaluate techniques to manage risk, including environmental impact and cyber security</p> <p>Assess the use of competitive strategies and entrepreneurialism in own sector</p> <p>Critically evaluate approaches to effective decision making using appropriate tools and techniques</p> <p>Evaluate the use of big data and insight in influencing organisational change.</p> <p>Assess the use of big data and information to implement and manage change in own organisation</p>	<p>language has been accurately used</p> <p>Effective judgements have been made</p> <p>Complex problems with more than one variable have been explored</p> <p>Relevant theories and techniques have been applied</p> <p>A range of methods and techniques have been applied</p> <p>A range of source information has been used</p> <p>The selection of methods and techniques/sources has been justified</p> <p>The design of methods/techniques has been justified</p> <p>Complex information/data has been synthesised and processed</p>	<p>synthesis of ideas and have been justified</p> <p>The validity of results has been evaluated using defined criteria</p> <p>Self-criticism of approach has taken place</p> <p>Realistic improvements have been proposed against defined characteristics for success.</p> <p>Autonomy/independence has been demonstrated</p> <p>Substantial activities, projects or investigations have been planned, managed and organised</p> <p>The unforeseen has been accommodated</p>
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				Appropriate learning methods/techniques have been applied	
<b>Finance Skills</b>	<b>The Apprentice:</b> Oversees financial strategies/management, results and setting organisational budgets, and challenges financial assumptions underpinning strategies. Is accountable for decisions based on relevant information e.g. Key Performance Indicators/scorecard. Uses financial data to allocate resources.	No Evidence	<b>The Apprentice can:</b> Demonstrate oversight of own organisation's financial strategies and oversee the development and setting of organisational budgets Critically evaluate financial assumptions that underpin strategies within own organisation Demonstrate accountability for decisions based on relevant information e.g. Key Performance Indicators/scorecard Demonstrate the use of financial data to allocate resources within own organisation Demonstrate oversight of own organisation's procurement and supply chain management and contracts	<b>Pass criteria plus:</b> A range of methods of presentation have been used and technical language has been accurately used  The appropriate structure and approach has been used  Coherent, logical development of principles/concepts for the intended audience  Communication has taken place in familiar and unfamiliar contexts  The communication is appropriate for familiar and unfamiliar audiences and appropriate media have been used.	<b>Merit criteria plus:</b> Conclusions have been arrived at through synthesis of ideas and have been justified The validity of results has been evaluated using defined criteria Self-criticism of approach has taken place  Realistic improvements have been proposed against defined characteristics for success.  Autonomy/independence has been demonstrated  Substantial activities, projects or investigations have been planned, managed and organised  The unforeseen has been accommodated
<b>Leading &amp; Developing People</b>	<b>The Apprentice:</b>	No Evidence	<b>The Apprentice can:</b> Appraise own contribution to open and high performance working	<b>Pass criteria plus:</b> A range of methods of presentation have been	<b>Merit criteria plus:</b> Conclusions have been arrived at through

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<b>Skills</b>	Enables an open and high performance working, and sets goals and accountabilities for teams and individuals. Leads and influences people, building constructive working relationships across teams, using matrix management where required. Ensures workforce skills are utilised, balancing people and technical skills and encouraging continual development.		Demonstrate setting of goals and accountabilities for teams and individuals Critically assess own leadership and influencing skills, making reference to appropriate models and theories Demonstrate using leadership skills to build constructive working relationships across teams Assess own use of matrix management techniques when leading and developing people Demonstrate utilisation of workforce skills in order to achieve organisational objectives Justify own workforce planning approach within own organisation showing how it balances people and technical skills Support people through the encouragement of continual development	used and technical language has been accurately used  The appropriate structure and approach has been used  Coherent, logical development of principles/concepts for the intended audience  Communication has taken place in familiar and unfamiliar contexts  The communication is appropriate for familiar and unfamiliar audiences and appropriate media have been used.	synthesis of ideas and have been justified The validity of results has been evaluated using defined criteria Self-criticism of approach has taken place  Realistic improvements have been proposed against defined characteristics for success.  Autonomy/independence has been demonstrated  Substantial activities, projects or investigations have been planned, managed and organised  The unforeseen has been accommodated
<b>Developing Collaborative Relationships Knowledge</b>	<b>The Apprentice:</b> Understands large scale and inter-organisational influencing and negotiation strategies.	No Evidence	<b>The Apprentice can:</b> Demonstrate own ability to manage complex relationships across multiple and diverse stakeholders Demonstrate own ability to build trust and rapport with the ability to positively challenge others Appraise own ability to lead beyond area of control/authority Demonstrate the ability to influence, negotiate and use advocacy skills to build	<b>Pass criteria plus:</b> A range of methods of presentation have been used and technical language has been accurately used Effective judgements have been made Complex problems with more than one variable have been explored	<b>Merit criteria plus:</b> Conclusions have been arrived at through synthesis of ideas and have been justified The validity of results has been evaluated using defined criteria Self-criticism of approach has taken place

			<p>reputation of own organisation and establish effective collaborations</p>	<p>An effective approach to study and research has been applied                  Relevant theories and techniques have been applied                  A range of methods and techniques have been applied                  A range of source information has been used                    The selection of methods and techniques/sources has been justified                    The design of methods/techniques has been justified                  Complex information/data has been synthesised and processed                  Appropriate learning methods/techniques have been applied</p>	<p>Realistic improvements have been proposed against defined characteristics for success.                    Autonomy/independence has been demonstrated                    Substantial activities, projects or investigations have been planned, managed and organised                    The unforeseen has been accommodated</p>
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Behaviours	Fail	Pass	Merit (in addition to pass criteria)	Distinction (in addition to merit criteria)
<b>Judgement &amp; Challenge</b>	No evidence	<b>The Apprentice:</b> Demonstrates flexibility and willingness to challenge when making decisions and solving problems	<b>Pass criteria plus:</b> Coherent, logical development of principles/concepts for the intended audience Communication has taken place in familiar and unfamiliar contexts	<b>Merit criteria plus:</b> Conclusions have been arrived at through synthesis of ideas and have been justified  The validity of results has been evaluated using defined criteria

			The communication is appropriate for familiar and unfamiliar audiences and appropriate media have been used.	<p>Self-criticism of approach has taken place</p> <p>Realistic improvements have been proposed against defined characteristics for success.</p> <p>Autonomy/independence has been demonstrated</p> <p>Substantial activities, projects or investigations have been planned, managed and organised</p> <p>The unforeseen has been accommodated</p>
<b>Courage &amp; Curiosity</b>	No evidence	<b>The Apprentice:</b> Manages complexity and ambiguity, comfortable in uncertainty, pragmatic	<p><b>Pass criteria plus:</b> Coherent, logical development of principles/concepts for the intended audience</p> <p>Communication has taken place in familiar and unfamiliar contexts</p> <p>The communication is appropriate for familiar and unfamiliar audiences and appropriate media have been used</p>	<p><b>Merit criteria plus:</b> Conclusions have been arrived at through synthesis of ideas and have been justified The validity of results has been evaluated using defined criteria Self-criticism of approach has taken place</p> <p>Realistic improvements have been proposed against defined characteristics for success.</p> <p>Autonomy/independence has been demonstrated Substantial activities, projects or investigations have been planned, managed and organised</p> <p>The unforeseen has been accommodated</p>
<b>Professional</b>	No evidence	<b>The Apprentice:</b> Advocates the use of good practice within and outside the organisation	<p><b>Pass criteria plus:</b> Coherent, logical development of principles/concepts for the intended audience</p> <p>Communication has taken place in familiar and unfamiliar contexts</p>	<p><b>Merit criteria plus:</b> Conclusions have been arrived at through synthesis of ideas and have been justified The validity of results has been evaluated using defined criteria Self-criticism of approach has taken place</p>

			The communication is appropriate for familiar and unfamiliar audiences and appropriate media have been used	Realistic improvements have been proposed against defined characteristics for success. Autonomy/independence has been demonstrated Substantial activities, projects or investigations have been planned, managed and organised The unforeseen has been accommodated
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## 2. Professional Discussion

Knowledge & Skills	What is required	Fail	Pass	Merit (in addition to pass criteria)	Distinction (in addition to merit criteria)
<b>Strategy Knowledge</b>	<p><b>The Apprentice:</b>            Knows how to shape organisational vision, culture and values.            Understands organisational structures; business modelling; diversity; global perspectives; governance and accountability; the external environment, social, technological and policy implications.            Understands new market strategies, changing customer demands and trend analysis.</p>	No Evidence	<p><b>The Apprentice can talk about:</b>            The analysis of the factors which determine organisational vision, culture and values.            The review of their own organisation's vision, culture and values.            The evaluation of the impact of organisational structures on the achievement of organisational strategy.            The investigation of options for business modelling to achieve organisational strategy.            The analysis of the impact of diversity and inclusion on organisational strategy            The analysis of the impact of global perspectives on organisational strategy            The examination of legislative and regulatory requirements on governance structure and the system for accountability in an organisation            The critical evaluation of the factors in own organisation's external environment which influence strategic planning using appropriate tools and techniques            The critical evaluation of social, technological and policy implications which influence strategic planning using appropriate tools and techniques</p>	<p><b>Pass criteria plus:</b>            Effective judgements have been made            Complex problems with more than one variable have been explored            An effective approach to study and research has been applied            Relevant theories and techniques have been applied            A range of methods and techniques have been applied            A range of source information has been used              The selection of methods and techniques/sources has been justified            The design of methods/techniques has been justified            Complex information/data has been synthesised and processed</p>	<p><b>Merit criteria plus:</b>            Conclusions have been arrived at through synthesis of ideas and have been justified            The validity of results has been evaluated using defined criteria            Self-criticism of approach has taken place              Realistic improvements have been proposed against defined characteristics for success.              Autonomy/independence has been demonstrated              Substantial activities, projects or investigations have been planned, managed and organised              The unforeseen has been accommodated</p>

			The critical evaluation of approaches to developing new market strategies to meet changing customer demands and reflect market trends	Appropriate learning methods/techniques have been applied	The importance of interdependence has been recognised and incorporated
<b>Strategy Skills</b>	<b>The Apprentice can demonstrate:</b> Use of horizon scanning and conceptualisation to deliver high performance strategies focusing on growth/sustainable outcomes.	No Evidence	<b>The Apprentice can talk about:</b> The use of horizon scanning techniques, investigate opportunities to develop a business proposal. The justification of a strategy with targets for growth and sustainable outcomes. Communication of an agenda and gain and retain support from key stakeholders Demonstration of the use of research techniques to generate data and information of strategic value The critical analysis and integration of complex information to support the development of organisational strategy	<b>Pass criteria plus:</b> Coherent, logical development of principles/concepts for the intended audience  Communication has taken place in familiar and unfamiliar contexts  The communication is appropriate for familiar and unfamiliar audiences and appropriate media have been used.	<b>Merit criteria plus:</b> Autonomy/independence has been demonstrated  Ideas have been generated and decisions taken  Convergent and lateral thinking has been applied Problems have been solved  Innovation and creative thought throughout Receptiveness to new ideas is evident  Effective thinking has taken place in unfamiliar contexts.
<b>Innovation and Change Knowledge</b>	<b>The Apprentice:</b> Understands innovation; the impact of disruptive technologies (mechanisms that	No Evidence	<b>The Apprentice can talk about:</b> The critical evaluation of approaches to innovation	<b>Pass criteria plus:</b> Effective judgements have been made	<b>Merit criteria plus:</b> Conclusions have been arrived at through

	<p>challenge traditional business methods and practices); drivers of change and new ways of working across infrastructure, processes, people and culture and sustainability.</p>		<p>Investigation and assessment of the value of own organisation's innovation practices          Assessment of the impact of disruptive technologies on the strategy of own organisation          The critical evaluation of models of change management          The analysis of the drivers of change that impact on own organisation          Examination of the impetus for new ways of working across infrastructure, processes, people and culture, and sustainability in own organisation          The critical evaluation of approaches to systems thinking, knowledge/data management and programme management</p>	<p>Complex problems with more than one variable have been explored          An effective approach to study and research has been applied.          Relevant theories and techniques have been applied          A range of methods and techniques have been applied          A range of source information has been used          The selection of methods and techniques/sources has been justified          The design of methods/techniques has been justified          Complex information/data has been synthesised and processed          Appropriate learning methods/techniques have been applied</p>	<p>synthesis of ideas and have been justified          The validity of results has been evaluated using defined criteria          Self-criticism of approach has taken place          Realistic improvements have been proposed against defined characteristics for success.          Autonomy/independence has been demonstrated          Substantial activities, projects or investigations have been planned, managed and organised          Activities have been managed          The unforeseen has been accommodated          The importance of interdependence has been recognised and incorporated</p>
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<b>Innovation and Change Skills</b>	<b>The Apprentice:</b> Initiates and leads change in the organisation, creates environment for innovation and creativity, establishing the value of ideas and change initiatives and drives continuous improvement.	No Evidence	<b>The Apprentice can talk about:</b> Present a case for change in own organisation Project-manage change in own organisation Develop an environment to support a culture innovation and creativity Assess the value of ideas and change initiatives in own organisation Report on the impact of continuous improvement initiatives in own organisation Manage conflict at a strategic level Appraise how outcomes are measured in the management of partnerships, people and resources in own organisation Demonstrate own role as Sponsor, championing projects and transformation of services across organisational boundaries	<b>Pass criteria plus:</b> The appropriate structure and approach has been used  Coherent, logical development of principles/concepts for the intended audience  Communication has taken place in familiar and unfamiliar contexts  The communication is appropriate for familiar and unfamiliar audiences and appropriate media have been used	<b>Merit criteria plus:</b> Autonomy/independence has been demonstrated  Ideas have been generated and decisions taken  Convergent and lateral thinking has been applied Problems have been solved  Innovation and creative thought throughout Receptiveness to new ideas is evident  Effective thinking has taken place in unfamiliar contexts.
<b>Enterprise &amp; Risk Knowledge</b>	<b>The Apprentice has:</b> Knowledge of ethics and values based leadership; regulatory environments, legal, H&S and well-being and compliance requirements; corporate social responsibility; risk management, environmental impact and cyber security.	No Evidence	<b>The Apprentice can talk about:</b> Analyse ethical and values based approaches to leadership Investigate regulatory, legal, health and safety, well-being and compliance requirements which impact own organisation's performance Analyse principles of corporate social responsibility which underpin own organisation's strategy Assess the risks facing your organisation in delivering its strategic objectives	<b>Pass criteria plus:</b> Effective judgements have been made  Complex problems with more than one variable have been explored  Relevant theories and techniques have been applied  A range of methods and	<b>Merit criteria plus:</b> Conclusions have been arrived at through synthesis of ideas and have been justified The validity of results has been evaluated using defined criteria Self-criticism of approach has taken place  Realistic improvements have been proposed



			<p>Evaluate techniques to manage risk, including environmental impact and cyber security</p> <p>Assess the use of competitive strategies and entrepreneurialism in own sector</p> <p>Critically evaluate approaches to effective decision making using appropriate tools and techniques</p> <p>Evaluate the use of big data and insight in influencing organisational change.</p> <p>Assess the use of big data and information to implement and manage change in own organisation</p>	<p>techniques have been applied</p> <p>A range of source information has been used</p> <p>The selection of methods and techniques/sources has been justified</p> <p>The design of methods/techniques has been justified</p> <p>Complex information/data has been synthesised and processed</p> <p>Appropriate learning methods/techniques have been applied</p>	<p>against defined characteristics for success.</p> <p>Autonomy/independence has been demonstrated</p> <p>Substantial activities, projects or investigations have been planned, managed and organised</p> <p>The unforeseen has been accommodated</p>
<b>Enterprise &amp; Risk Skills</b>	<p><b>The Apprentice can:</b></p> <p>Challenge strategies and operations in terms of ethics, responsibility, sustainability, resource allocation and business continuity/risk management. Application of principles relating to Corporate Social Responsibility, Governance, Regulatory compliance. Drives a culture of resilience and supports development of new enterprise and opportunities.</p>	No Evidence	<p><b>The Apprentice can talk about:</b></p> <p>Examine own organisation's strategies and operations, critique the extent to which good practice in ethics, responsibility and sustainability are achieved.</p> <p>Judge practices of resource allocation, business continuity and risk management within own organisation's strategies and operations</p> <p>Appraise own organisation's implementation of principles of corporate social responsibility, governance and regulatory compliance</p>	<p><b>Pass criteria plus:</b></p> <p>The appropriate structure and approach has been used</p> <p>Coherent, logical development of principles/concepts for the intended audience</p> <p>Communication has taken place in familiar and unfamiliar contexts</p>	<p><b>Merit criteria plus:</b></p> <p>Autonomy/independence has been demonstrated</p> <p>Ideas have been generated and decisions taken</p> <p>Convergent and lateral thinking has been applied</p> <p>Problems have been solved</p>

			Evaluate own performance in driving a culture of resilience Assess own performance in supporting development of new enterprise and opportunities	The communication is appropriate for familiar and unfamiliar audiences and appropriate media have been used.	Innovation and creative thought throughout Receptiveness to new ideas is evident  Effective thinking has taken place in unfamiliar contexts.
<b>Finance Knowledge</b>	<b>The Apprentice:</b> Understands financial strategies including scenarios, modelling and identifying trends, application of economic theory to decision-making, and how to evaluate financial and non-financial information. Understands financial governance and legal requirements, and procurement strategies.	No Evidence	<b>The Apprentice can talk about:</b> Evaluate the importance of strategic financial management using scenarios and modelling and identify and assess trends in relation to own organisational strategy Appraise own application of economic theory to strategic decision making Evaluate how financial and non-financial information is used to direct organisational strategy Critically evaluate financial governance and legal requirements and responsibilities in own organisation Critically evaluate the use of procurement strategies in relation to own organisation Assess the legal requirements with regard to procurement and contracting in relation to own organisation	<b>Pass criteria plus:</b> Effective judgements have been made Complex problems with more than one variable have been explored An effective approach to study and research has been applied Relevant theories and techniques have been applied A range of methods and techniques have been applied A range of source information has been used The selection of methods and techniques/sources has been justified The design of methods/techniques has been justified Complex information/data has been synthesised and processed	<b>Merit criteria plus:</b> Conclusions have been arrived at through synthesis of ideas and have been justified The validity of results has been evaluated using defined criteria Self-criticism of approach has taken place  Realistic improvements have been proposed against defined characteristics for success.  Autonomy/independence has been demonstrated  Substantial activities, projects or investigations have been planned, managed and organised

				Appropriate learning methods/techniques have been applied	The unforeseen has been accommodated
<b>Finance Skills</b>	<b>The Apprentice:</b> Oversees procurement, supply chain management and contracts.	No Evidence	<b>The Apprentice can talk about:</b> Demonstrate oversight of own organisation's financial strategies and oversee the development and setting of organisational budgets Critically evaluate financial assumptions that underpin strategies within own organisation Demonstrate accountability for decisions based on relevant information e.g. Key Performance Indicators/scorecard Demonstrate the use of financial data to allocate resources within own organisation Demonstrate oversight of own organisation's procurement and supply chain management and contracts	<b>Pass criteria plus:</b> The appropriate structure and approach has been used  Coherent, logical development of principles/concepts for the intended audience  Communication has taken place in familiar and unfamiliar contexts  The communication is appropriate for familiar and unfamiliar audiences and appropriate media have been used.	<b>Merit criteria plus:</b> Conclusions have been arrived at through synthesis of ideas and have been justified The validity of results has been evaluated using defined criteria Self-criticism of approach has taken place  Realistic improvements have been proposed against defined characteristics for success.  Autonomy/independence has been demonstrated  Substantial activities, projects or investigations have been planned, managed and organised  The unforeseen has been accommodated
<b>Engaging Employees Skills</b>	<b>The Apprentice:</b> Uses personal presence and "storytelling" to articulate and translate vision into operational strategies, demonstrating	No Evidence	<b>The Apprentice can talk about:</b> Demonstrate the use of personal presence and "storytelling" to articulate and translate vision into operational strategies	<b>Pass criteria plus:</b> The appropriate structure and approach has been used	<b>Merit criteria plus:</b> Conclusions have been arrived at through

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	<p>clarity in thinking and using inspirational communication.</p> <p>Creates an inclusive culture, encouraging diversity and difference.</p> <p>Gives and receives feedback at all levels, building confidence and developing trust, and enables people to take risks.</p>		<p>Demonstrate clarity in thinking and use inspirational communication in own organisation</p> <p>Review how an inclusive culture, encouraging diversity and difference, has been created in own organisation</p> <p>Appraise own ability to give and receive feedback at all levels of own organisation</p> <p>Appraise own ability to build confidence in others, develop trust and enable people to take risks</p>	<p>Coherent, logical development of principles/concepts for the intended audience</p> <p>Communication has taken place in familiar and unfamiliar contexts</p> <p>The communication is appropriate for familiar and unfamiliar audiences and appropriate media have been used.</p>	<p>synthesis of ideas and have been justified</p> <p>The validity of results has been evaluated using defined criteria</p> <p>Self-criticism of approach has taken place</p> <p>Realistic improvements have been proposed against defined characteristics for success.</p> <p>Autonomy/independence has been demonstrated</p> <p>Substantial activities, projects or investigations have been planned, managed and organised</p> <p>The unforeseen has been accommodated</p>
<p><b>Leading &amp; Developing People Knowledge</b></p>	<p><b>The Apprentice has:</b></p> <p>Knowledge of organisational/team dynamics and how to build engagement and develop high performance, agile and collaborative cultures.</p> <p>Understands approaches to strategic workforce planning including talent management, learning organisations, workforce design, succession planning, diversity and inclusion.</p>	<p>No Evidence</p>	<p><b>The Apprentice can talk:</b></p> <p>Critically evaluate factors in developing organisational and team dynamics using appropriate tools and techniques</p> <p>Critically evaluate approaches to building engagement and develop high performance</p> <p>Propose methods to develop agile and collaborative cultures in own organisation</p>	<p><b>Pass criteria plus:</b></p> <p>Effective judgements have been made</p> <p>Complex problems with more than one variable have been explored</p> <p>An effective approach to study and research has been applied</p>	<p><b>Merit criteria plus:</b></p> <p>Conclusions have been arrived at through synthesis of ideas and have been justified</p> <p>The validity of results has been evaluated using defined criteria</p> <p>Self-criticism of approach has taken place</p>

			<p>Critique the concept of the learning organisation and its role in organisational performance/sustainability</p> <p>Analyse the contribution of talent management programmes, workforce design, succession planning and concepts of diversity and inclusion on strategic workforce planning</p>	<p>Relevant theories and techniques have been applied</p> <p>A range of methods and techniques have been applied</p> <p>A range of source information has been used</p> <p>The selection of methods and techniques/sources has been justified</p> <p>The design of methods/techniques has been justified</p> <p>Complex information/data has been synthesised and processed</p> <p>Appropriate learning methods/techniques have been applied</p>	<p>Realistic improvements have been proposed against defined characteristics for success.</p> <p>Autonomy/independence has been demonstrated</p> <p>Substantial activities, projects or investigations have been planned, managed and organised</p> <p>The unforeseen has been accommodated</p>
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<b>Developing Collaborative Relationships Knowledge</b>	<p><b>The Apprentice has:</b></p> <p>Knowledge of the external political environment and use of diplomacy with diverse groups of internal and external stakeholders.</p> <p>Understands working with board and company structures.</p> <p>Knowledge of brand and reputation management.</p>	No Evidence	<p><b>The Apprentice can talk about:</b></p> <p>Demonstrate own ability to manage complex relationships across multiple and diverse stakeholders</p> <p>Demonstrate own ability to build trust and rapport with the ability to positively challenge others</p> <p>Appraise own ability to lead beyond area of control/authority</p>	<p><b>Pass criteria plus:</b></p> <p>Effective judgements have been made</p> <p>Complex problems with more than one variable have been explored</p> <p>An effective approach to study and research has been applied</p>	<p><b>Merit criteria plus:</b></p> <p>Conclusions have been arrived at through synthesis of ideas and have been justified</p> <p>The validity of results has been evaluated using defined criteria</p> <p>Self-criticism of approach has taken place</p>
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			Demonstrate the ability to influence, negotiate and use advocacy skills to build reputation of own organisation and establish effective collaborations	<p>Relevant theories and techniques have been applied</p> <p>A range of methods and techniques have been applied</p> <p>A range of source information has been used</p> <p>The selection of methods and techniques/sources has been justified</p> <p>The design of methods/techniques has been justified</p> <p>Complex information/data has been synthesised and processed</p> <p>Appropriate learning methods/techniques have been applied</p>	<p>Realistic improvements have been proposed against defined characteristics for success.</p> <p>Autonomy/independence has been demonstrated</p> <p>Substantial activities, projects or investigations have been planned, managed and organised</p> <p>The unforeseen has been accommodated</p>
<b>Building Collaborative Relationships Skills</b>	<b>The Apprentice:</b> Manages complex relationships across multiple and diverse stakeholders. Builds trust and rapport, with ability to positively challenge. Leads beyond area of control/authority, and able to influence, negotiate and use advocacy skills to build reputation and effective collaborations.	No Evidence	<b>The Apprentice can talk about:</b> Demonstrate own ability to manage complex relationships across multiple and diverse stakeholders Demonstrate own ability to build trust and rapport with the ability to positively challenge others Appraise own ability to lead beyond area of control/authority Demonstrate the ability to influence, negotiate and use advocacy skills to build reputation of own organisation and establish effective collaborations	<b>Pass criteria plus:</b> The appropriate structure and approach has been used  Coherent, logical development of principles/concepts for the intended audience  Communication has taken place in familiar and unfamiliar contexts	<b>Merit criteria plus:</b> Conclusions have been arrived at through synthesis of ideas and have been justified The validity of results has been evaluated using defined criteria Self-criticism of approach has taken place  Realistic improvements have been proposed

				<p>The communication is appropriate for familiar and unfamiliar audiences and appropriate media have been used.</p>	<p>against defined characteristics for success.</p> <p>Autonomy/independence has been demonstrated</p> <p>Substantial activities, projects or investigations have been planned, managed and organised</p> <p>The unforeseen has been accommodated</p>
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Behaviours	Fail	Pass	Merit (in addition to pass criteria)	Distinction (in addition to merit criteria)
<p><b>Leads by Example</b></p>	<p>No evidence</p>	<p><b>The Apprentice:</b> Has high levels of self-awareness, emotional and social intelligence, empathy and compassion, and able to identify mental well-being in others. Works collaboratively enabling empowerment and delegation. Acts with humility and authenticity, is credible, confident and resilient</p>	<p><b>Pass criteria plus:</b></p> <p>Coherent, logical development of principles/concepts for the intended audience</p> <p>Communication has taken place in familiar and unfamiliar contexts</p> <p>The communication is appropriate for familiar and unfamiliar audiences and appropriate media have been used.</p>	<p><b>Merit criteria plus:</b></p> <p>Conclusions have been arrived at through synthesis of ideas and have been justified</p> <p>The validity of results has been evaluated using defined criteria</p> <p>Self-criticism of approach has taken place</p> <p>Realistic improvements have been proposed against defined characteristics for success.</p> <p>Autonomy/independence has been demonstrated</p> <p>Substantial activities, projects or investigations have been planned, managed and organised</p> <p>The unforeseen has been accommodated</p>

<b>Judgement &amp; Challenge</b>	No evidence	<p><b>The Apprentice:</b> Takes personal accountability aligned to clear values.</p>	<p><b>Pass criteria plus:</b> Coherent, logical development of principles/concepts for the intended audience Communication has taken place in familiar and unfamiliar contexts</p> <p>The communication is appropriate for familiar and unfamiliar audiences and appropriate media have been used.</p>	<p><b>Merit criteria plus:</b> Conclusions have been arrived at through synthesis of ideas and have been justified The validity of results has been evaluated using defined criteria Self-criticism of approach has taken place</p> <p>Realistic improvements have been proposed against defined characteristics for success.</p> <p>Autonomy/independence has been demonstrated</p> <p>Substantial activities, projects or investigations have been planned, managed and organised</p> <p>The unforeseen has been accommodated</p>
<b>Courage &amp; Curiosity</b>	No evidence	<p><b>The Apprentice:</b> Is confident and brave, willing to innovate, seeks new ideas and looks for contingencies.</p>	<p><b>Pass criteria plus:</b> Coherent, logical development of principles/concepts for the intended audience</p> <p>Communication has taken place in familiar and unfamiliar contexts</p> <p>The communication is appropriate for familiar and unfamiliar audiences and appropriate media have been used</p>	<p><b>Merit criteria plus:</b> Conclusions have been arrived at through synthesis of ideas and have been justified The validity of results has been evaluated using defined criteria Self-criticism of approach has taken place</p> <p>Realistic improvements have been proposed against defined characteristics for success.</p> <p>Autonomy/independence has been demonstrated</p> <p>Substantial activities, projects or investigations have been planned, managed and organised</p> <p>The unforeseen has been accommodated</p>



<b>Valuing Difference</b>	No evidence	<p><b>The Apprentice is:</b> Engaging with all – is ethical and demonstrates inclusivity, recognising diversity, championing, and enabling cultural inclusion. Empowers and motivates to inspire and support others.</p>	<p><b>Pass criteria plus:</b> Coherent, logical development of principles/concepts for the intended audience</p> <p>Communication has taken place in familiar and unfamiliar contexts</p> <p>The communication is appropriate for familiar and unfamiliar audiences and appropriate media have been used</p>	<p><b>Merit criteria plus:</b> Conclusions have been arrived at through synthesis of ideas and have been justified The validity of results has been evaluated using defined criteria Self-criticism of approach has taken place</p> <p>Realistic improvements have been proposed against defined characteristics for success.</p> <p>Autonomy/independence has been demonstrated</p> <p>Substantial activities, projects or investigations have been planned, managed and organised</p> <p>The unforeseen has been accommodated</p>
<b>Professional</b>	No evidence	<p><b>The Apprentice:</b> Reflects on own performance, demonstrates professional standards in relation behaviour and ongoing development.</p>	<p><b>Pass criteria plus:</b> Coherent, logical development of principles/concepts for the intended audience</p> <p>Communication has taken place in familiar and unfamiliar contexts</p> <p>The communication is appropriate for familiar and unfamiliar audiences and appropriate media have been used</p>	<p><b>Merit criteria plus:</b> Conclusions have been arrived at through synthesis of ideas and have been justified The validity of results has been evaluated using defined criteria Self-criticism of approach has taken place</p> <p>Realistic improvements have been proposed against defined characteristics for success.</p> <p>Autonomy/independence has been demonstrated</p> <p>Substantial activities, projects or investigations have been planned, managed and organised</p> <p>The unforeseen has been accommodated</p>