

# End-point assessment plan for Quality Practitioner apprenticeship standard

| Apprenticeship standard reference number | Apprenticeship standard level | Integrated end-point assessment |
|--|-------------------------------|---------------------------------|
| ST0853                                   | 4                             | No                              |

## Contents

|  |     |
|--|-----|
| Introduction and overview .....                          | 2   |
| EPA summary table .....                                  | 3   |
| Length of end-point assessment period .....              | 4   |
| Order of assessment methods .....                        | 4   |
| Gateway .....  | 4   |
| Assessment methods.....                                  | 6   |
| Reasonable adjustments .....                             | 13  |
| Grading.....   | 14  |
| Re-sits and re-takes.....                                | 19  |
| Roles and responsibilities .....                         | 211 |
| Internal Quality Assurance (IQA).....                    | 23  |
| Affordability.....                                       | 23  |
| Professional body recognition .....                      | 23  |
| Mapping of knowledge, skills and behaviours (KSBs) ..... | 24  |

## Introduction and overview

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

Full time apprentices will typically spend 14 months on-programme (before the gateway) working towards the occupational standard, with a minimum of 20% off-the-job training. All apprentices must spend a minimum of 12 months on-programme.

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

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

The EPA must be completed within an EPA period lasting typically 6 months, after the EPA gateway.

The EPA consists of 2 discrete assessment methods.

The individual assessment methods will have the following grades:

**Assessment method 1:** Work based project with presentation and questions and answers

- Fail
- Pass
- Distinction

**Assessment method 2:** Professional discussion underpinned by a portfolio of evidence

- Fail
- Pass
- Distinction

Performance in the EPA will determine the overall apprenticeship standard grade of:

- Fail
- Pass
- Distinction

## EPA summary table

|   |   |
|---|---|
| <b>On-programme</b><br>(typically 14 months)                        | <p>Training to develop the occupation standard's knowledge, skills and behaviours (KSBs).</p> <p>Training towards English and mathematics Level 2, if required.</p> <p>Compiling a portfolio of evidence.</p>   |
| <b>End-point assessment gateway</b>                                 | <ul style="list-style-type: none"> <li>• Employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard.</li> <li>• English and mathematics Level 2</li> </ul> <p>Apprentices must submit:</p> <ul style="list-style-type: none"> <li>• A portfolio of evidence</li> <li>• The subject, title and scope of the work based project will be agreed between the employer, the apprentice and the EPAO at the gateway</li> </ul>   |
| <b>End-point assessment</b><br>(which will typically take 6 months) | <p>Assessment method 1: Work based project with presentation and questions and answers</p> <p>With the following grades:</p> <ul style="list-style-type: none"> <li>· Fail</li> <li>· Pass</li> <li>· Distinction</li> </ul> <p>Assessment method 2: Professional discussion underpinned by a portfolio of evidence</p> <p>With the following grades:</p> <ul style="list-style-type: none"> <li>· Fail</li> <li>· Pass</li> <li>· Distinction</li> </ul> <p>Performance in these assessment methods will determine the overall apprenticeship standard grade of:</p> <ul style="list-style-type: none"> <li>· Fail</li> <li>· Pass</li> <li>· Distinction</li> </ul> |
| <b>Professional recognition</b>                                     | <p>Aligns with recognition by:</p> <ul style="list-style-type: none"> <li>• Chartered Quality Institute for Quality Practitioner Level</li> </ul>   |

## Length of end-point assessment period

The EPA will be completed within an EPA period lasting typically of 6 months, after the EPA gateway.

Any supporting material which underpins an EPA assessment method should be submitted at the EPA gateway period.

## Order of assessment methods

The assessment methods can be delivered in any order.

## Gateway

The EPAO determines when all gateway requirements have been met, and the EPA period will only start once the EPAO has confirmed this.

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

English and mathematics Level 2

For work based project with presentation and questions and answers:

- The apprentice will scope out and provide a brief summary of what the project will cover and will submit this to the EPAO at the gateway. This should demonstrate that the work based project will provide sufficient opportunity for the KSBs to be met. The brief summary is not assessed and will typically be no longer than 500 words.
- The brief summary needs to outline the project plan, including high level implementation steps and associated timeframes, as well as the date the work-based project has to be submitted to the independent assessor, taking into account the deadlines stipulated within this end-point assessment plan.
- The EPAO will sign off the project title in consultation with the employer within 2 weeks of the gateway.

For professional discussion underpinned by a portfolio of evidence, the apprentice will be required to submit:

- A portfolio of evidence

The portfolio of evidence requirements are as follows:

- apprentices must prepare a portfolio of evidence during the on-programme period of the apprenticeship
- the format and structure of the portfolio must be agreed between the employer and apprentice and will be presented electronically

- it must contain evidence related to the KSBs that will be assessed by the professional discussion
- the portfolio of evidence will typically contain 15 discrete pieces of evidence
- evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested
- evidence sources may include:
  - video/audio extracts (these should be a maximum of 5 minutes in length)
  - written statements
  - project plans
  - reports; minutes;
  - observation reports
  - presentations
  - feedback from managers, supervisors or peers (any employer or peer contributions should focus only direct observation of evidence (for example witness statements) rather than opinions)
  - papers or reports written by the apprentices
  - performance reviews

This is not a definitive list; other evidence sources are allowable.

- It should not include reflective accounts or any methods of self-assessment
- The content must be sufficient to evidence the apprentice can apply the knowledge, skills and behaviours required as mapped to assessment method 2 (professional discussion). There must be at least one piece of evidence relating to each knowledge, skill and behaviour mapped to assessment method 2.
- The evidence provided must be valid and attributable to the apprentice; the portfolio of evidence must contain a statement from the employer confirming this
- The portfolio of evidence must be submitted to the EPAO at the gateway

The portfolio of evidence is not directly assessed. It underpins the professional discussion and therefore should not be marked by the EPAO. EPAOs should review the portfolio of evidence in preparation for the professional discussion but are not required to provide feedback after this review.

## End point assessment methods

### End point assessment method 1: Work based project with presentation and questions and answers (This assessment method has 2 components.)

#### Assessment method 1 component 1: Work based project

##### Overview

The project is compiled after the apprentice has gone through the gateway.

The work-based project should be designed to ensure that the apprentice's work meets the needs of the business, is relevant to their role and allows the relevant KSBs to be demonstrated for the EPA. Therefore, the project's subject, title and scope will be agreed between the employer and the EPAO. The employer will ensure it has a real business application and the EPAO will ensure it meets the requirements of the EPA (including suitable coverage of the KSBs assigned to this assessment method). The EPAO should sign-off the project's title and scope to confirm its suitability at the gateway. This is to ensure that if there are any issues about the project title, they will be resolved prior to the EPA period starting.

In order for the employer and EPAO to confirm the project title and scope, the apprentice will provide a brief summary of what the project will cover and will submit to the EPAO a proposal of what will be undertaken by themselves and an initial project plan for agreement. The summary should be submitted at the gateway and agreed by the independent assessor the employer and independent assessor at the gateway before entering the EPA period. No part of the summary is assessed, and it is typically expected to be 500 words.

The rationale for this assessment method is:

- The work-based project is the most valid method as it allows the demonstration of professional competence. The project will contribute to the employer's business and be part of the apprentices' everyday work, ensuring that they can demonstrate KSBs in practice. Producing a report reflects normal practice in the workplace for a Quality Practitioner, so this assessment method is appropriate.
- It is a significant and complex piece of work that thoroughly tests both higher and lower order knowledge and skills.
- Note that it is essential that the project articulates the apprentice's own work practice rather than the activities performed by the team of which they were part.

The project report and the presentation must be completed and submitted to the EPAO within 22 weeks of the apprentice entering the EPA period.

##### Delivery

Apprentices will conduct a project in the form of a report.

The project is compiled after the apprentice has gone through the gateway process. The apprentice will complete their project and submit it to the EPAO after a maximum of 22 weeks from the gateway. The

written project report and the presentation will be submitted to the EPAO together, 2 weeks prior to the presentation taking place.

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

Whilst completing the project, the apprentice should be subject to the supervision arrangements outlined below:

- Normal line management controls.

The apprentice will lead the agreed project but may also work as part of a larger team which could include internal or external support (such as customers, suppliers, programme team members, engineers, scientists). However, the report will be the apprentices own work and will be reflective of their own role and contribution to the project.

The project evidences the application of the skills, knowledge and behaviours in the occupational standard assigned to the project. It provides a substantive evidence base from a business-related project to demonstrate the application of skills and knowledge.

Each project must enable the following to be demonstrated:

- The application of knowledge, skills and behaviours to meet the outcomes in the standard
- The approach to planning and completion of the project

It is designed to assess apprentices in a consistent way, irrespective of their workplace.

The project should be either paper based or in electronic format.

The project may be based on any of the following:

- Application of business improvement tools and techniques to continuously improve the quality of performance of organisational processes and products/services.
- Use or develop a measurement system to enable gap analysis of processes driving cost saving via continuous improvement and maximise efficiency
- Develop a framework that assures that quality is achieved throughout the product/service lifecycle.
- Driving requirements compliance via effective stakeholder management

The project will be conducted as follows:

The project will be a contextualised work-based project report of 4,000 words. A tolerance of plus or minus 10% is allowed. Appendices including references, pictorial representations, diagrams etc will not be included in this total. It should be based on an area of operation that the apprentice works in.

The work-based project report will be reviewed for evidence that the knowledge, skills and behaviours assigned to the work-based project are inherent in the apprentice's practice. It should cover their use of different analytical development techniques in the workplace.

These must include:

- identifying and producing key findings and judgements in assessments
- how they identified gaps and opportunities for further analysis
- how they engaged with stakeholders, their own organisation and other interested parties.

The project should explain the apprentice's own critical thinking in both their analysis and generation of their overall findings and recommendations. The content of the project must enable the KSBs mapped to this assessment method to be met.

As a minimum all projects must include:

- Introduction
- Background
- Aims and Objectives
- Research and Methodology
- Approach taken
- Stakeholder engagement
- Risks to consider
- Outcomes
- Discussion of findings
- Impact of the project
- Business implications
- Measure of success
- Conclusions
- Recommendations

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

The apprentice will be required to document their understanding and actions and to highlight the consequences of those actions, enabling them to demonstrate their understanding of commercial pressures, and the application of their thinking and problem-solving skills. This will form part of their findings and recommendations.

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

The project report and presentation (in component 2) will be assessed holistically.

The independent assessor makes all grading decisions relating to the project.

### **Marking**

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

### **Supporting material**

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

- Outline of the assessment method's requirements
- Marking materials
- Template to record questions asked during presentation
- A guidance document for employers and apprentices on how the assessment will take place, including timescales.



## Assessment method 1 component 2: Presentation with questions and answers

### Overview

Apprentices will prepare and deliver a presentation that appropriately covers the KSBs assigned to this method of assessment. The independent assessor will ask questions in relation to the KSBs following the presentation

The presentation with questions will be based on the work-based project and will cover the following:

- A summary of the project report and an explanation of the apprentices' role and level of responsibility.
- The outcomes of the project, the project tools used, and how risks were mitigated to ensure required outcomes.
- The challenges of the project and an explanation of how and why specific techniques have been selected and used within the project.
- The practical application of relevant knowledge, skills and behaviours whilst undertaking the project.
- Recommendations moving forward to meet business needs including solutions identified and reasons why some options were not feasible
- Lessons learned and a critical evaluation of the approach and outcomes documented by the project.

The presentation will be completed and submitted after the gateway with the work-based project report. They must specify at the point of submission if there are any special requirements for the presentation. This will be presented to an independent assessor, either face-to-face or via online video conferencing. If using an online platform, EPAOs must ensure appropriate measures are in place to verify the identity of the apprentice and ensure that the apprentice is not being aided.

### Delivery

The presentation including questions and answers will last for 60 minutes. The independent assessor has the discretion to increase the time of the presentation with questions by up to 10% to allow the apprentice to complete their last answer.

The independent assessor will ask a minimum of 5 questions at the end of the presentation. The questions will be drawn from a question bank supplied by the EPAO, to confirm the independent assessor's understanding of the presentation and how it demonstrates the relevant KSBs.

To deliver the presentation, the apprentice can choose presentation format that suits them and their organisation this should use any of the following recognised formats:

- Presentation slides
- A3 summary reporting
- Flip charts
- Work products

They will be expected to bring their own laptop or computer if one is to be used for the presentation. Any other requirements must be notified to the EPAO on submission of the report and the presentation. The EPAO will ensure that any reasonable presentation requirements and facilities are in place.

The presentation will be conducted as follows:

The presentation will last for 60 minutes in total. The presentation of the work-based project will last for typically 35 minutes (+10% at the discretion of the independent assessor) followed by typically 25 minutes (+10%, at the discretion of the independent assessor) for questions and answers.

The independent assessor will review the project prior to the presentation and select a minimum of 5 open questions from a bank of questions provided by the EPAO, as well as designing their own, covering multiple learning outcomes, to confirm the independent assessor's understanding of the project presentation and how it demonstrates the relevant KSBs.

The presentation with questions and answers will take place between the independent assessor and the apprentice.

Apprentices can use presentation tools of their choice such as PowerPoint, video clips, flip chart, work products.

Apprentices may refer to their work-based project report, and presentation aides such as PowerPoint slides, flipcharts when answering the questions.

The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the response to questions. If using an online platform, EPAOs must ensure appropriate measures are in place to prevent misrepresentation and ensure that the apprentice is not aided or hampered in any way.

Independent assessors must allocate a grade of fail, pass or distinction for the assessment method using the grading criteria. All components of this assessment method must be graded holistically.

The independent assessor will make all grading decisions.

### Venue

The presentation should take place in a quiet room, free from distractions and influence.

Video conferencing can be used to conduct the presentation, but the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided in some way.

The presentation can take place in any of the following:

- employer's premises
- a suitable venue selected by the EPAO (for example a training provider's premises)
- video conferencing

### Supporting material

EPAOs will produce the following materials to ensure that this assessment method is marked consistently and accurately:

- Outline of the assessment method's requirements
- Marking materials
- Template to record answers to questions
- EPAO bank of questions

- A guidance document for employers and apprentices on how the assessment will take place, including timescales.

EPAOs will create and set open questions to assess KSBs mapped to this assessment method. Each EPAO must develop a question bank of sufficient size to prevent predictability and review them regularly (at least once a year) to ensure the questions they contain are fit for purpose. Independent assessors must use the question bank as a source for questioning and are expected to use their professional judgment to tailor those questions appropriately. Independent assessors are responsible for generating suitable follow-up questions in line with the EPAO's training and standardisation process. The questions relating to underpinning KSBs must be varied yet allow assessment of the relevant KSBs.

It is recommended that this be done in consultation with employers. EPAOs should put in place measures and procedures to maintain the security and confidentiality of their questions if employers are consulted.

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

## **End point assessment method 2: Professional discussion underpinned by a portfolio of evidence** (This assessment method has 1 component.)

### **End point assessment method 2 component 1: Professional discussion underpinned by a portfolio of evidence**

#### **Overview**

This assessment will take the form of a professional discussion which must be appropriately structured to draw out the best of the apprentice's competence and excellence and cover the KSBs assigned to this assessment method. The apprentice is encouraged to use their portfolio to support their responses.

A professional discussion is a two-way discussion which involves both the independent assessor and the apprentice actively listening and participating in a formal conversation. It gives the apprentice the opportunity to make detailed and proactive contributions to confirm their competency across the KSBs mapped to this method.

The rationale for this assessment method is:

Due to the nature of the work undertaken some KSBs cannot be reliably assessed in the work-based project and a professional discussion is the most appropriate way to assess those KSBs that may not naturally occur during the work-based project, allowing the apprentice to draw on their experience to demonstrate competence.

#### **Delivery**

The independent assessor will conduct and assess the professional discussion.

The professional discussion must last for 60 minutes. The independent assessor has the discretion to increase the time of the professional discussion by up to 10% to allow the apprentice to complete their last answer.

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

The professional discussion will be conducted as set out here:

Evidence must be captured using documentation produced by the EPAO. The independent assessor will ask a minimum of 10 open questions taken from an EPAO's question bank and those generated by the assessor based on the portfolio. Follow up questions can be used to draw out further evidence.

The apprentice should be encouraged to refer to their portfolio of evidence during the professional discussion to support their responses. The independent assessor should have a minimum of 15 days to review the contents of the portfolio prior to the professional discussion in order to generate appropriate questions.

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

KSBs met and answers to questions, must be recorded by the independent assessor.

The independent assessor will make all grading decisions.

### Venue

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

Video conferencing can be used to conduct the professional discussion, but the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided in some way.

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

- employer's premises
- a suitable venue selected by the EPAO (for example a training provider's premises)
- video conferencing

### Question and resource development

Independent assessors are responsible for generating suitable questions in line with the EPAO's training and standardisation process. A structured question bank must be developed by EPAOs. Independent assessors must use the question bank as a source for questioning and are expected to use their professional judgement to tailor those questions appropriately. The 'question bank' must be of sufficient size to prevent predictability and the EPAO must be reviewed regularly (at least once a year) to ensure that it, and its content, are fit for purpose. The questions relating to the underpinning KSBs, must be varied yet allow assessment of the relevant KSBs.

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

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

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

- Outline of the assessment method's requirements
- Marking materials
- Data capture form for evidence and gaps
- Bank of questions to be maintained

- Guidance document for employers and apprentices on the process / timescales for the discussion as well as a description of the purpose of the discussion
- Guidance document for independent assessors on how to carry out the assessment

## Reasonable adjustments

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

## Weighting of assessment methods

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

## Grading

### Assessment method 1: Work based project with presentation and questions and answers

| KSBs  | Fail                            | Pass<br>The apprentice must meet all of the pass descriptors below   | Distinction<br>The apprentice must meet all of the distinction descriptors below   |
|---|---------------------------------|--|--|
| <b>K1 K2</b><br><b>K4 K5 K6</b><br><b>K8 K9</b><br><b>K10 K11</b><br><b>K13 K14</b><br><b>K15 K17</b><br><br><b>S3 S4 S5</b><br><b>S7 S8 S9</b><br><b>S10 S12</b><br><br><b>B2 B3</b> | Does not meet the pass criteria | <p>Describes the key considerations and approaches that need to be taken into account with the project which enable changes in organisations, products or services and explains how internal/external drivers for change can influence their priorities and objectives. (K14, K15)</p> <p>Describes and applies business improvement tools and techniques in the project and how they have used these to identify, collect and analyse data relevant to the quality performance of their processes and products/services. (K13, S3, S4)</p> <p>Explains how they identify quality specific requirements from technical documents, contractual and commercial inputs and stakeholder statements and how they have converted the information into performance measures/objectives for the organisation. Explains how the organisation is able to</p> | <p>Justify their considerations and approaches to enable change in the organisation, products or services and identifies those internal and external drivers which have had the biggest influence on priorities and objectives. (K14, K15)</p> <p>Provides considered justification for the tools they have used and how the outputs of each tool are used to improve the quality of performance of their processes and products/services. (K13, S3, S4)</p> <p>Justify their choice of the tools used to develop performance measures/objectives and demonstrates how the metrics comply with the specific requirements. (K4, K6, K10, S8)</p> <p>Demonstrates how the application of risk and opportunity management has led to the ongoing monitoring of risks/opportunities to understand the effectiveness of the resulting actions and if new actions are required. (S5)</p> |

|  |  |  |   |
|--|--|--|---|
|  |  | <p>manage their specific product / services to meet customer requirements. (K4, K6, K10, S8)</p> <p>Demonstrates the application of the process of identifying, analysing and prioritising quality specific risks and opportunities and how they have supported the development, implementation and effectiveness of resulting actions. (S5)</p> <p>Explains how their plans, measures, manages and monitors its own quality objectives. (K11)</p> <p>Demonstrates the tools/methods that are used to identify and manage internal and external stakeholders, explains what other options are available including tools for analysing and prioritising customer/stakeholder quality requirements and how these support quality related activities. (K5, S12)</p> <p>Explains the organisation's operating environment including the markets it operates in, roles and responsibilities, who its stakeholders are and what they require from the organisation. (K1)</p> <p>Explains the environment in which products/services are supplied and what factors may have an impact on their performance when meeting customer and legislation/regulatory requirements. (K2)</p> <p>Evaluates the effectiveness of structured problem-solving</p> | <p>Justify their facilitating role in ensuring the alignment of organisation's quality objectives and functional/business objectives. (K11)</p> |
|--|--|--|---|

|  |  |   |  |
|--|--|---|--|
|  |  | <p>techniques within the project and justifies their choice of tools to review measurement systems. (S7, S10)</p> <p>Identifies techniques used for improving awareness and performance and applies appropriate tool or method to identify gaps in process performance outlining plans to close them. (K17, S9)</p> <p>Outlines the products/services life cycle stages of their project and summarises the implications for quality. (K8)</p> <p>Explains the process design concepts used in the organisation as well as showing how this supports specific organisational objectives. (K9)</p> <p>Explains how they take into consideration a broad view of different perspectives and factors and follow the ethical, procedural and operational guidelines set out by the organisation. (B2, B3)</p> |  |
|--|--|---|--|



## Assessment method 2: Professional discussion underpinned by a portfolio of evidence

| KSBs  | Fail                            | Pass<br>The apprentice must meet all of the pass descriptors below  | Distinction<br>The apprentice must meet all of the distinction descriptors below  |
|---|---------------------------------|---|---|
| <p><b>K3 K7<br/>K12 K16<br/>K18 K19</b></p> <p><b>S1 S2 S6<br/>S11</b></p> <p><b>B1 B4 B5</b></p> | Does not meet the pass criteria | <p>Explains the purposes of auditing and demonstrates planning and conducting system, product or process audits and the provision of follow up reports. (K12, S6)</p> <p>Selects and applies methods of communication which reflect the internal/external stakeholder audience and the level to which quality strategy is targeted within the organisation. (S2, S11)</p> <p>Interprets and evaluates how their organisation applies regulations that affect their industrial sector. (S1)</p> <p>Explains the the principles of the foundation of quality and the quality management systems establishing a method of working within them which takes into consideration different points of view and follows the ethical, procedural and operational guidelines set out by the organisation (K19)</p> <p>Explains how they promote a quality culture in their organisation and why it is important to include sharing best practise and continuous improvement and how this leads to organisational performance improvements. (K16, B1)</p> | <p>Provides considered justification of their system, product or process audit plans and methodology. (S6)</p> <p>Justifies their selection of the methods they use to communicate with internal/external stakeholders and the way in which they target quality strategy to different levels within the organisation (S2, S11)</p> <p>Justifies the methods they use to promote a quality culture and details how they changed behaviours of others to improve ways of working in their organisation. (K16, B1)</p> <p>Evaluates the risk management tools that are used within the organisation and recommendations that have been made to change the methods used on audits that they have undertaken. (K7)</p> |

|  |  |  |  |
|--|--|--|--|
|  |  | <p>Describes the different sources and methods for maintaining their own development and the activities they have planned, undertaken and recorded in seeking continuous professional development in their quality profession. (K18, B5)</p> <p>Explains what is meant by risk management tools and the techniques they would use to identify, assess and mitigate the risks associated with new product/service development and improvement, process and supply chain management. (K7)</p> <p>Describes how the organisation's strategy is sensitive to the perception of stakeholders and how this knowledge is used to inform priorities at a tactical level in their organisation (K3)</p> <p>Demonstrate how they are able to engage with internal and external customers to ensure that their requirements are understood and the priority in the implementation of their activities. (B4)</p> |  |
|--|--|--|--|

## Overall EPA grading

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

To achieve a pass, the apprentice must achieve a pass in both assessment methods by achieving at least a pass in all pass criteria.

To achieve a distinction, the apprentice must achieve a distinction in both assessment methods by achieving all pass criteria and all distinction criteria.

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

| Assessment method 1 (Work based project with presentation and Q&As) | Assessment method 2 (Professional discussion underpinned by a portfolio of evidence) | Overall grading |
|---|--|-----------------|
| Fail  | Fail   | Fail            |
| Pass  | Fail   | Fail            |
| Fail  | Pass   | Fail            |
| Distinction   | Fail   | Fail            |
| Fail  | Distinction  | Fail            |
| Pass  | Pass   | Pass            |
| Pass  | Distinction  | Pass            |
| Distinction   | Pass   | Pass            |
| Distinction   | Distinction  | Distinction     |

## Re-sits and re-takes

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

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

An apprentice who fails an assessment method, and therefore the EPA in the first instance, will be required to re-sit or re-take any failed assessment methods only. If the apprentice fails the project, they will be required to amend the project in line with the independent assessor's feedback. If the apprentice fails the presentation, they will need to complete a new presentation. If the apprentice fails the professional discussion, they will not have to resubmit a new portfolio of evidence.

The timescales for a re-sit/re-take are agreed between the employer and EPAO. A re-sit is typically taken within 3 months of the EPA outcome notification. The timescale for a re-take is dependent on

how much re-training is required and is typically taken within 6 months of the EPA outcome notification. All assessment methods must be taken within a 6-month period, otherwise the entire EPA will need to be re-sat/re-taken, unless in the opinion of the EPAO exceptional circumstances apply outside the control of the apprentice or their employer.

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

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

## Roles and responsibilities

| Role       | Responsibility   |
|------------|--|
| Apprentice | <p>As a minimum, an apprentice should:</p> <ul style="list-style-type: none"> <li>• participate in and complete on-programme training to meet the KSBs as outlined in the occupational standard for a minimum of 12 months</li> <li>• undertake 20% off-the-job training as arranged by the employer and EPAO</li> <li>• understand the purpose and importance of EPA</li> <li>• undertake the EPA including meeting all gateway requirements</li> </ul>   |
| Employer   | <p>As a minimum, an employer should:</p> <ul style="list-style-type: none"> <li>• support the apprentice to achieve the KSBs outlined in the standard to their best ability</li> <li>• determines when the apprentice is working at or above the level outlined in the standard and is ready for EPA</li> <li>• select the EPAO</li> <li>• ensure all EPA gateway requirements have been met</li> <li>• confirm arrangements with EPAO for the EPA (who, when, where) in a timely manner</li> <li>• ensure apprentice is well prepared for the EPA</li> <li>• Should not be involved in the delivery of the EPA</li> </ul>   |
| EPAO       | <p>As a minimum, EPAOs should:</p> <ul style="list-style-type: none"> <li>• understand the occupational role</li> <li>• appoint administrators/invigilators and markers to administer/invigilate and mark the EPA</li> <li>• provide training and CPD to the independent assessors they employ to undertake the EPA</li> <li>• provide adequate information, advice and guidance documentation to enable apprentices, employers and providers to prepare for the EPA</li> <li>• deliver the end-point assessment outlined in this EPA plan in a timely manner</li> <li>• prepare and provide all required material and resources required for delivery of the EPA in-line with best practices</li> <li>• use appropriate assessment recording documentation to ensure a clear and auditable mechanism for providing assessment decision feedback to the apprentice</li> <li>• appoint independent assessors who are independent of the apprentice and their employer(s). Where the training provider is the EPAO (i.e HEI) there must be procedures</li> </ul> |

|                      |   |
|----------------------|---|
|                      | <p>in place to mitigate any conflict of interest which will be monitored by EQA activity.</p> <ul style="list-style-type: none"> <li>• maintain robust internal quality assurance (IQA) procedures and processes, and conducts these on a regular basis</li> <li>• conform to the requirements of the nominated external quality assurance body</li> <li>• organise standardisation events and activities in accordance with this plan's IQA section</li> <li>• organise and conduct moderation of independent assessors' marking in accordance with this plan</li> <li>• arrange for certification with the relevant training provider</li> </ul>  |
| Independent assessor | <p>As a minimum, an independent assessor should:</p> <ul style="list-style-type: none"> <li>• are up to date knowledge and expertise of the subject matter</li> <li>• understand the standard and assessment plan</li> <li>• deliver the end-point assessment in-line with the EPA plan</li> <li>• comply to the IQA requirements of the EPAO</li> <li>• be independent of the apprentice, their employer and training provider(s) i.e. there must be no conflict of interest</li> <li>• satisfy the criteria outlined in this EPA plan</li> <li>• hold or be working towards an independent assessor qualification e.g. A1 and have had training from their EPAO in terms of good assessment practice, operating the assessment tools and grading</li> <li>• have the capability to assess the apprentice at this level</li> <li>• attend the required number of EPAOs standardisation and training events per year (as defined in the IQA section)</li> </ul> |
| Training provider    | <p>As a minimum, the training provider should:</p> <ul style="list-style-type: none"> <li>• work with the employer to ensure that the apprentice is given the opportunities to develop the KSBs outlined in the standard and monitor their progress during the on-programme period</li> <li>• advise the employer, upon request, on the apprentice's readiness for EPA prior to the gateway</li> <li>• plays no part in the EPA itself</li> </ul>   |

## Internal Quality Assurance (IQA)

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

- appoint independent assessors who are independent of the apprentice and their employer(s). Where the training provider is the EPAO (i.e HEI) there must be procedures in place to mitigate any conflict of interest which will be monitored by EQA activity.
  - Independent Assessors must be competent in Quality Management.
  - Maintain (and produce on request) an up-to-date and accurate record of their CPD activities which should equate to at least 5 days CPD in the last year
  - Demonstrate that their CPD activities are of learning activities relevant to current or future practice
  - Seek to ensure that their CPD has benefited the quality of their practice
  - If applicable hold additional specialist training or security clearance as required by the industry sector.
- appoint independent assessors who have recent relevant experience of the occupation/sector at least one level above the apprentice gained in the last three years or significant experience of the occupation.
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- have robust quality assurance systems and procedures that support fair, reliable and consistent assessment across the organisation and over time
- operate induction training and standardisation events for independent assessors when they begin working for the EPAO on this standard and before they deliver an updated assessment method for the first time
- ensure independent assessors attend standardisation events on an ongoing basis and at least once per year

## Affordability

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

- using an employer's premises
- remote assessment via video conferencing
- a suitable venue selected by the EPAO (for example a training provider's premises), for which there may be an additional charge.

## Professional body recognition

This apprenticeship is designed to prepare successful apprentices to meet the requirements for registration at the Quality Practitioner Level with:

- Chartered Quality Institute

# Mapping of knowledge, skills and behaviours (KSBs)

## Assessment method 1: Work based project with presentation and questions and answers

| Knowledge  |
|--|
| <b>K1</b> Understand the organisation's operating environment and the factors that may influence its direction and performance, including the markets it operates in, roles and responsibilities, who its stakeholders are and what they require from the organisation.  |
| <b>K2</b> Understand the environment in which the organisation's products/services are produced or supplied, and the factors that may influence performance, including legislation, customer requirements and regulatory requirements.   |
| <b>K4</b> How applicable contractual and commercial requirements for quality affect the organisation's performance objectives for their specific products / services   |
| <b>K5</b> The methods and tools for identifying customers/stakeholders and gathering information about their requirements including the tools for analysing and prioritising customer/stakeholder quality requirements using tools such as the Kano model.   |
| <b>K6</b> How to convert quality requirements into performance measure objectives using tools such as Critical to Quality Trees (CTQ Trees), requirements matrices and operational definition.   |
| <b>K8</b> Products/services life cycle stages (such as Capture, Design and Development, Integration, Production, Support and Closure) and the implication for quality.   |
| <b>K9</b> Concept of process design and how this supports specific organisational objectives using tools such as process flowchart, value stream mapping and SIPOC (Supplier, Input, Process, Output, and Customer).   |
| <b>K10</b> Tools and techniques for managing the organisation's specific products / services to meet customer requirements such as Quality Function Deployment, Lean Product Development and Design for Manufacturing.   |
| <b>K11</b> How to plan, measure, manage and monitor organisation's quality objectives.   |
| <b>K13</b> When to apply a range of business improvement approaches, tools and techniques such as problem definition, measurement systems analysis, basic data analysis, graphical data analysis, use of software tools for data analysis, root cause analysis, identification and assessment of improvement options, process control tools. |
| <b>K14</b> The key considerations (such as political, economic, social, technological, legal and environmental) and approaches necessary (such as Tuckman's Storming, Norming, Forming and Performing) to enable change in organisations', products or services.   |
| <b>K15</b> How the company's key drivers for change (internal and external) may influence priorities and objectives.   |
| <b>K17</b> The techniques used for improving awareness and performance in relation to quality objectives and requirements.   |



| Skills  |
|---|
| <b>S3</b> Identify, collect and analyse relevant quality data using appropriate tools and techniques such as Pareto analysis, statistical methods and trending analysis.  |
| <b>S4</b> Apply methods and tools to improve the quality performance of processes, products and services such as production control plans, standardised work, use of failure modes and effects.   |
| <b>S5</b> Identify, analyse and prioritise quality specific risks and opportunities. Support the development, implementation and effectiveness of resulting actions.  |
| <b>S7</b> Assess the effectiveness of the measurement systems using tools such as Measurement Systems Analysis.   |
| <b>S8</b> Identify requirements from technical documents, commercial input or stakeholder statements and converting to definitions that can drive the organisation's processes.   |
| <b>S9</b> Identify gaps in process performance and develop improvement plans to close gaps.   |
| <b>S10</b> Apply structured problem solving including identification, definition, measurement, analysis, improvement and control methods and tools.   |
| <b>S12</b> Identify who the internal and external stakeholders are and their current and optimal positions (such as hostile, help it work, opposed, uncooperative, indifferent, hesitant, enthusiastic support) required to support quality related activities. |

| Behaviours  |
|---|
| <b>B2</b> Operates diligently with professionalism considering a wider picture. |
| <b>B3</b> Act with integrity by being open and honest.                          |

## Assessment method 2: Professional discussion underpinned by a portfolio of evidence

| Knowledge   |
|---|
| <b>K3</b> How the organisation's strategy is sensitive to stakeholder perceptions and how this knowledge informs priorities at a tactical level.  |
| <b>K7</b> Risk and opportunity management including the risk and opportunity management principles, framework and processes, types of risk/opportunity associated with new product/service development and improvement, process and supply chain management and methods and tools for identifying, assessing, and mitigating risks/realising opportunities, such as risk and opportunity register, risk and opportunity matrix, Fault Tree Analysis (FTA), Failure Mode and Effects Analysis. |
| <b>K12</b> Understand the purposes for auditing and how to plan, conduct, report and follow up an audit.  |
| <b>K16</b> How to promote the right behaviours to create a quality culture in the organisation and how this leads to organisational performance improvements.   |
| <b>K18</b> Learn how different sources and methods will aid in maintaining own development in the quality profession.   |
| <b>K19</b> Principles of the foundation of Quality and Quality Management System.   |

| Skills   |
|--|
| <b>S1</b> Identify, interpret and apply relevant legal, governmental or industry regulations affecting the organisation.   |
| <b>S2</b> Communicate using appropriate methods (verbal, written, visual) to influence internal and external stakeholders, using appropriate questioning techniques such as open questions, leading questions. |
| <b>S6</b> Plan and conduct system, product or process audits.  |
| <b>S11</b> Communicate organisational quality strategies to all levels of the organisation.  |

| Behaviours  |
|---|
| <b>B1</b> Promote actively best practices and continuous improvement.   |
| <b>B4</b> Always put customers at the heart of every task.  |
| <b>B5</b> Seek continuous professional development opportunities such as self-reflection, gathering information, producing personal development plans and keeping up to date on sector/organisation regulation. |