

## Summary of Assessment

This Assessment Plan has been developed for the Senior Insurance Professional Apprenticeship standard (level 6). It has been developed by employers with support and input from training providers and the professional bodies whose qualifications are included in the Standard.

Our approach was designed to deliver a robust, cost effective and manageable assessment of competence in the role, that can be consistently applied to both large and small employers, with a range of business models.

### **Occupational Profile:**

This Senior Insurance Professional Apprenticeship covers a wide range of roles including internal facing 'operational management' and externally focussed 'client management'. All roles will require very strong technical competence, with the ability to apply this to a variety of scenarios depending on the size, specialism and business model of the company. Apprentices could be involved in Broking, Client Management, Underwriting, Claims, Operations, Loss Adjusting, Reinsurance, Management, Insurance Product and Pricing, Complaint Handling.

### **Professional qualifications:**

Advanced Diploma in Insurance qualifications from either the Chartered Insurance Institute (CII) or the Chartered Institute of Loss Adjusters (CILA) are required to complete this apprenticeship. Both professional bodies list the optional units that can be selected within the overall qualification frameworks, which enables matching to the requirements of the individual's role.

### **Professional Body recognition:**

By completing the apprenticeship, professional registration can be achieved by application to the relevant Professional Body with recognised designation of 'ACII', (Chartered Insurance Institute), or 'Advanced Dip CILA' (Chartered Institute of Loss Adjusters).

### **End point assessment:**

During end point assessment, the apprentice must demonstrate their competence against the defined learning outcomes (see appendix 2), through 2 methods of assessment. Both must be passed in order for the Apprentice to pass the Apprenticeship.

### **Methods of assessment:**

1. Case study test
2. A structured interview

| <b>Assessment Overview</b>  |  |  |                           |  |
|-----------------------------|--|--|---------------------------|--|
| <b>Assessment Method</b>    | <b>Area Assessed</b>   | <b>Assessed by</b>                       | <b>Grading</b>            | <b>Requirement</b>   |
| <b>Case study test</b>      | <p><b>Knowledge:</b><br/>Insurance market, Risk and regulatory, Clients and colleagues, processes and procedures, Commercial awareness.</p> <p><b>Skills:</b><br/>Technical ability, Relationship development and management, Communication, Ownership and initiative, Governance, Advice and support, Management of Information and data.</p> <p><b>Behaviours:</b><br/>Drive to excel, Personal accountability, Innovation, Professionalism.</p> | End-point assessment organisation (EPAO) | Fail / Pass / Distinction | The independent assessor will provide 3 case studies covering a minimum of 15 learning outcomes. The apprentice will be required to respond online to these case study scenarios based on their experience. The online submission will take place before the structured interview allowing any gaps in full competency to be explored in the interview |
| <b>Structured interview</b> | As above   | EPAO                                     | Fail / Pass / Distinction | The independent end assessor will prepare a set of interview questions based on a review of the candidate's portfolio of evidence against the whole standard   |

## On-programme Assessment

It is mandatory that all apprentices achieve the following professional qualifications:

Level 6 Advanced Diploma qualifications from either:

- Chartered Insurance Institute (CII) or
- Chartered Institute of Loss Adjusters (CILA).

Different units can be selected within the qualification frameworks depending on the individual's role.

### Recommended approach

It will be for the employer to decide the appropriate learner journey. A typical on-programme learner journey is demonstrated in appendix 1.

## Assessment Gateway

The decision on whether or not the Apprentice is ready for end-point assessment will be made by the employer supported by the Training Provider. The mandated professional qualifications for this standard must be completed before an apprentice can be put forward for end point assessment

An Apprentice will be put forward for end-point assessment when it is felt that they have achieved the required experience in the work-place to put them in the best possible position to achieve success.

A portfolio of evidence supporting the apprentice's competence needs to be completed and be reviewed by the employer and training provider prior to end-point assessment.

(The apprentice will also have had to achieve level 2 in English and Maths before entering end point assessment)

### Application / submission to EPAO:

The Independent End-point Assessment Organisation EPAO will provide templates plus guidance for the submission process as follows:

The apprentice will be required to submit a comprehensive portfolio of evidence demonstrating their synoptic competence across all learning outcomes, as part of their application to the EPAO for final assessment. This will **not** be scored as a formal assessment method but will be used to inform the assessor in questioning during the structured interview.

**The Portfolio** will contain work based evidence that synoptically demonstrates the application of the knowledge, skills and behaviours as defined in the Standard. 35 pieces of evidence (+or - 10% variance) will be selected to showcase the apprentice's competence. As each piece of evidence should be synoptic, this is sufficient to comprehensively evidence all 54 learning outcomes, whilst keeping the portfolio manageable for the EPAO to review.

A range of types of evidence can be included within the Portfolio allowing flexibility depending on the apprentice's role & working environment. The training provider's expertise will be important here in identifying & advising the apprentice & employer on appropriate and relevant examples, based on the EPAO's guidelines. Examples of acceptable evidence include written work, small projects, performance review information, recorded reflective discussions, workplace observations, witness testimonies, case studies, learning record entries, emails, customer comments.

Wherever possible, this will be submitted as an e-portfolio or other electronic platform. The structure of the Portfolio will be included in the Assessment Tools developed by the Independent Assessment Organisation.

## **End-point – Assessment**

### ***What***

The combination of the two forms of end point assessment are designed to test the 5 knowledge, 7 skills and 4 behavioural competencies detailed in the published standard to the extent that the End Point Assessment Organisation (EPAO) is satisfied that the apprentice is competent in their job role. The knowledge, skill & behavioural competencies defined in the standard have been broken down into learning outcomes, which are listed in appendix 2. These will be used by the EPAO to assess competence using the 2 assessment methods as outlined below.

All competencies will be tested by the 2 defined assessment methods. The EPAO will ensure that competencies not covered by the case studies, will be covered by the structured interview.

Both assessment methods must be passed in their own right (and will be graded separately) in order to achieve an overall pass grade for the apprenticeship programme.

### **Method 1: Case study test**

The purpose of the Case Study assessment is to assess if the apprentice is able to demonstrate a practical application of their competence to a specific issue or task relevant to the role of a Senior Insurance Professional.

Each apprentice must complete 3 case studies, which must each be passed in their own right. The EPAO is responsible for selecting 3 case studies which are relevant to the role of the Apprentice.

Assessment will take place online prior to the face to face structured interview. The online assessment will take 75 minutes plus 10% discretion for apprentices to complete their final answer and will take place in a controlled environment.

**Assessment Organisations will develop a bank of case studies scenarios as follows:**

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- Each case study must cover 5 learning outcomes, which must include at least 1x knowledge, 1x skill & 1x behavioural competency
- The bank of case studies will be sufficient to ensure that each apprentice is able to complete 3 case studies which are relevant to their role, given the wide range of contexts covered by the standard. For this reason, all case studies will need to be generically written. An example is given below
- Each end-point assessment organisation should develop and maintain an item bank of sufficient size to mitigate predictability and will review these at least every 12 months. Each case study will be accompanied by a marking guide to ensure consistency of assessment by the Independent Assessor. Marking will take place prior to the structured interview.

#### Example case study

You are the operations manager of ABC plc, a large UK-based personal lines insurer. A recent internal audit which has identified the following key issues:

- Poor customer feedback concerning the range of products offered and the quality of service
- There have been a series of complaints concerning the fair treatment of customers

Evaluate the threats posed to the business by these issues. Analyse what action you could take to mitigate their impact and to prevent them occurring in the future;

Learning outcomes covered: 8, 12, 30, 35, and 53,

#### **Method 2: Structured interview**

Having reviewed the portfolio submitted in advance, the EPAO will build a set of interview questions sufficient to be able to reach an overall decision of competence. The interview will last between 60-75 minutes.

The purpose of the structured interview is to:

- Explore evidence for areas of the Standard that are best assessed verbally
- Test the apprentice's competence in relation to the evidence submitted in the Portfolio
- Provide additional opportunity for the apprentice to demonstrate distinction performance by the IAO probing for this higher level of competence where appropriate
- Review any competency areas outstanding from the case study submission via extra questioning.

A structured brief, including example interview questions, will be provided in the IAO's assessment tools to ensure consistency.

#### Examples of questions that could be asked include:

- You have provided examples of you networking both within and outside XYZ company. Can you explain to me in a little more detail why it is essential to be proactive in developing internal and external relationships and networks? (LO 10)
- You have provided an example of taking a leadership role in advising and supporting a colleague. Can you explain why it was appropriate for you to take a lead in this situation? (LO 38)

The questions asked will focus on those areas of the standard where the IAO is seeking reassurance on some of the evidence of competence.

### End-point – final judgement

The final judgement will be made by the EPAO which will be selected from the ESFA's Register of End-point Assessment Organisations. The EPAO's assessment will be 100% responsible for the award of a pass, fail or distinction, based on the 2 methods in this assessment plan.

### Independence

Both end point assessment methods detailed in this plan will be conducted by the Independent Assessment Organisation, who will have had no direct involvement with the apprentice and so are completely impartial as to the apprenticeship grade awarded.

### End-point – Summary of roles and responsibilities

#### Assessor from the IAO

Carries out independent assessment of the apprentice using the 2 methods described above and makes the final decision whether the apprentice meets the knowledge, skills and behavioural competencies set out in the standard.

Has sector expertise, occupational competence and relevant professional qualifications.

#### Training Provider

Conducts on programme learning (as required) in line with employer requirements.

Supports the apprentice in developing their portfolio to ensure it is comprehensive and meets the required standards.

Facilitates the gateway decision on apprentice readiness in consultation with the line manager

Provides guidance in construction of the portfolio and preparation for the case study and structured interview

#### Employer

Ensures that the apprentice is given the right level of support and experience throughout on programme learning to be able to complete all elements of the standard

Determines when the apprentice has occupational competence (by reference to performance against the knowledge, skills & behavioural competences defined by the standard) and therefore ready to proceed to end point assessment.

|   |   |
|---|---|
| <p><b>Independent Assessment Organisation</b></p>   | <p>Registered on the Education and Skills Funding Agency's Register of End-Point Assessment Organisations</p> <p>Recruits and trains independent assessors with sector expertise, occupational competence and relevant professional qualifications.</p> <p>Develops the detailed criteria for grading the assessment methods and overall grade.</p> <p>Provides guidance for the completion of the portfolio and testing methodology.</p> <p>Develops tools for collecting and measuring evidence.</p> <p>Accountable for quality assurance of the end point assessment as described in the Assessment Plan.</p> <p>Has effective quality assurance and quality control procedures that support fair, reliable and consistent assessments across all sizes and types of employer and over time.</p> |
| <p><b>Quality Assurance – internal</b></p>  |   |
| <p>The responsibility for the robustness of the assessment process is held by the Independent Assessment (IAO) Organisation. The overall responsibilities of the Independent Assessment Organisation are summarised below:</p> <ul style="list-style-type: none"> <li>• Ensures there are robust processes in place to deliver assessments to the required standard and that they are appropriate for the sector</li> <li>• Develops and maintains a set of Assessment Tools that are used by all to carry out assessments</li> <li>• Trains and certifies all individual assessors to be able to assess consistently against the Standard</li> <li>• Applies robust quality assurance and verification processes to the assessments e.g. use of standard formats, moderation and standardisation of scoring, oversight of assessment.</li> <li>• The moderation processes should be risk based, with significant moderation of EPAs carried out for the first 12 months of an IAO's delivery (for example 50%), to ensure consistency and quality in this initial period. With a reduction of required moderation as delivery establishes to a set normal rate (for example 10%). This should also apply to new assessors, whose work should be more heavily moderated for the first 6 months of their work, before being moderated at usual levels following that (as long as no issues have arisen in the first 6 months).</li> <li>• Runs the appeal process for any appeals that arise from grading decisions</li> <li>• Reports to the Employers on any issues that arise</li> <li>• Organises annual standardisation events between its assessors to ensure a consistent and comparable approach to the end point assessment</li> </ul> <p><b>Employers strongly recommend that the IAO has:</b></p> <ul style="list-style-type: none"> <li>• A comprehensive understanding of the sector with specialist knowledge of the assessment requirements for this Standard, together with the expertise to develop and administer the assessment tools required</li> </ul> |   |

- Capability to deliver assessments at scale and with the levels of service required, giving confidence that this is a strategic part of their business
- Wide geographical coverage
- Capability to source assessors with the requisite background to be both credible and effective
- Robust internal verification and quality assurance processes

**Independent Assessors would be expected to:**

- 1) hold relevant professional qualifications
- 2) have proven occupational competence demonstrated by:
  - having substantial, current and credible expertise in insurance relevant at the level of the standard they are assessing
  - having an up to date working knowledge of insurance practice covered by the standard
  - maintaining their knowledge and keeping themselves up-to-date with developments in insurance practice.
  - having a thorough understanding of the apprenticeship standard at the level they are assessing.
- 3) understand the assessment organisations' requirements for recording assessment decisions and maintaining assessment records.
- 4) keep their knowledge and skills up to date through continuing professional development.

### Quality Assurance – external

External quality assurance of the End-Point Assessment for this apprenticeship Standard will be undertaken by the Institute for Apprenticeships

### End-point - Grading

There will be 3 grades for this Apprenticeship: Pass, Fail or Distinction.

A robust scoring matrix will be created by the independent Assessment Organisation, to evaluate the two assessment components separately against the definitions of competence for the learning outcomes (See appendix 2). This method has been chosen as employers are used to this approach which is accepted as best practice for assessing performance in the Financial Services sector and also provides consistency of approach following approval of this methodology for Insurance Practitioner (L3) and Insurance Professional (L4) standards.

Grading criteria

| Method of assessment | Requirement for pass<br><i>[NB both methods of assessment must be passed to achieve an overall pass grade]</i> | Requirement for distinction<br><i>[NB a distinction must be achieved in both methods of assessment to achieve an overall distinction grade]</i> |
|----------------------|--|---|
| Case studies         | Minimum of 15 learning outcomes from minimum of 2x knowledge, 3x skills & 2x behavioural competencies          | Minimum of 5* learning outcomes marked as distinction With at least 1x  |



|           |   |  |
|-----------|---|--|
|           | <i>Each of the 3 case studies must be individually passed</i>   | knowledge, 1 x skill & 1x behaviour  |
| Interview | Minimum of 20 learning outcomes from minimum of 3x knowledge, 4x skills & 2x behavioural competencies | Minimum of 6* learning outcomes marked as distinction With at least 1x knowledge, 1 x skill & 1x behaviour |

\* 31 learning outcomes have distinction differentiators, across 16 competencies.

**In order to achieve an overall distinction:**

- i), the criteria above must be met
- ii) a minimum of 1 distinction per knowledge, skills and behavioural competency must be achieved by either method.
- iii) a distinction must be achieved in both assessment methods

Distinction differentiators have been defined and are included in appendix 2.

### Implementation

**Affordability:**

The EPA costs are estimated to be no more than 10% of the overall cost of delivering the apprenticeship. A quote from the current IAO for Insurance L3 & L4 has been submitted to evidence this.

**Consistency:**

This will be provided by the methods of assessment described in this assessment plan as applied to the learning outcomes detailed in appendix 2. Furthermore, the end point assessment organisation will monitor this consistency through the internal and external quality assurance methods described above. Small and large employers with a range of business models have been included in the employer group so we are confident that this standard has been designed with both the flexibility and consistency required to cover all situations.

**Professional Body recognition:**

By completing the apprenticeship, professional registration can be achieved by application to the relevant Professional Body with recognised designation of 'ACII', (Chartered Insurance Institute), or 'Advanced Dip CILA' (Chartered Institute of Loss Adjusters).

**Volumes:**

Anticipated starts; 300-500 per year

**Annex**

Appendix 1: The Recommended learner journey  
 Appendix 2: The learning outcomes & distinction differentiators

**Appendix1****Senior Insurance Professional Recommended On Programme learning**

Example duration 36 months (including optional OPL)

| Month | Apprentice  | Employer   | Training Provider   | Assessment Organisation   |
|-------|---|--|---|---|
| 0     | Understands the job role and apprenticeship commitment                          | Deliver induction training and understand role in apprenticeship   | Explain apprenticeship, roles, timetable and commitments. Completes ESFA admin requirements                                 |   |
| 1-36  | Works to role objectives/KPIs/training plan<br>Develops a portfolio of evidence | Manages within the normal framework of the business via the businesses' own performance management processes                     | Monitors progress; identifies gaps; delivers apprentice learning and support as required. Completes ESFA admin requirements |   |
| 2-30  | Studies and takes mandated qualifications                                       | Supports the apprentice and training provider to facilitate the agreed OPL approach  | Supports, trains and coaches the Apprentice   |   |
| 30-32 | Finalises portfolio and submits portfolio to IAO                                | Provides guidance to the apprentice to ensure that the portfolio sufficiently evidences competence across the learning outcomes. |   |   |
| 32-34 | Prepares for case studies and structured interview                              | Supports the apprentice in preparation for end point assessment  |   |   |
| 34-36 | Completes case studies online and participates in structured interview          |  |   | Carries out EPA, using the 2 methods of assessment.<br>Makes decision on final grade – pass/ fail / distinction |

**Appendix 2 – Learning Outcomes and distinction differentiators:**

| Knowledge competencies | What is required  | Pass criteria: Learning  | Distinction Differentiator  |
|------------------------|---|--|---|
| 1. Insurance market    | Deep understanding of the complex and changing needs of the insurance market and the range of products and services available to meet those needs.  | 1. evaluate the main products and services commonly available in the insurance market and how they are applied to meet changing customer needs | Evaluate the key drivers for product development in the insurance market and the design process which is used to ensure that changing customer needs are met.                             |
|                        |   | 2. explain how the insurance market is structured and how this has evolved to meet new and emerging market needs                               | No distinction differentiator   |
|                        |   | 3. analyse the interaction between the main functions in insurance businesses  | Evaluate the strengths and weaknesses of the relationship between functions in an insurance organisation, suggesting improvements for the benefit of the organisation and/or the customer |
| 2. Risk and Regulatory | Deep understanding of the Financial Services legal and regulatory framework and the ethical principles underpinning them. Thorough understanding of new or changing legislation and legal practice on the insurance sector. Understanding of the impact of exposure to risk and strategies to manage, mitigate and transfer risk. | 4. evaluate legal and insurance principles and their impact on the management of insurance businesses  | No distinction differentiator   |
|                        |   | 5. analyse the impact of changes in legislation and legal practice on the insurance sector   | Evaluate the effectiveness of an insurance organisation's response to a change in legislation or legal practice   |
|                        |   | 6. evaluate the methods available to manage insurance risks  | No distinction differentiator   |

|                                  |  |  |   |
|----------------------------------|--|--|---|
|                                  |  | 7. evaluate how the business ensures compliance through their policies and procedures                              | No distinction differentiator   |
|                                  |  | 8. identify and analyse the consequences of non-compliance   | No distinction differentiator   |
|                                  |  | 9. evaluate the impact of ethics, corporate governance and risk management on insurance businesses                 | No distinction differentiator   |
| 3<br>Clients and<br>Colleagues   | Understands the principles of how to build strong internal and external relationships. Demonstrates an in depth understanding of customer service standards and culture of the company.                                      | 10. explain why it is essential to be proactive in developing internal and external relationships and networks     | No distinction differentiator   |
|                                  |  | 11. describe how relationships and networks support the achievement of business objectives                         | No distinction differentiator   |
|                                  |  | 12. analyse how customer service standards and the culture of the business support the fair treatment of customers | No distinction differentiator   |
| 4<br>Processes and<br>Procedures | Deep understanding of the processes and procedures within own role and how these are impacted by insurance market practices and agreements. Able to evaluate how these support the delivery of the operational and strategic | 13. evaluate how insurance market practices and agreements impact processes and procedures of the business         | Evaluate how current insurance market practices and agreements can benefit both individual organisations and the insurance market place as a whole. |

|  |                             |  |                               |
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|  | objectives of the business. | 14. analyse how the processes and procedures of the business support the achievement of its operational and strategic objectives | No distinction differentiator |
|--|-----------------------------|--|-------------------------------|

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|---------------------------|--|---|---|
| 5<br>Commercial awareness | Evaluates how the market may be affected by external change. Understands how to assess the impact of competitor strategy on businesses and their market position and how to use this knowledge to contribute to organisational strategy. | 15. evaluate how external changes can affect the insurance market   | Evaluate to what extent insurance organisations have predicted, prepared for and responded to external changes. |
|                           |  | 16. analyse how the business can be impacted by external change.  | No distinction differentiator   |
|                           |  | 17. evaluate how competitor strategy can impact and change the objectives of a business and its market position | No distinction differentiator   |

| Skills competencies       | What is required  | Pass Criteria:<br>Learning Outcomes (WGLL)<br>(The apprentice can...)   | Distinction<br>Differentiator   |
|---------------------------|---|---|---|
| 6<br>Technical<br>ability | Ability to apply specialist technical knowledge and experience to unfamiliar and/or complex situations. Proactively responds to insurance market changes to deliver positive outcomes to all stakeholders. Consistent application of legal insurance principles, knowledge of the market structure and its processes and procedures and documentation to a range of complex situations. | 18. use specialist technical knowledge and experience appropriately in unfamiliar and/or complex situations                             | Seeks out opportunities to grow specialist technical knowledge and experience and uses these to deliver positive outcomes to stakeholders in unfamiliar and/or complex situations |
|                           |   | 19. analyse insurance market changes and evaluate the impact on the business  | Anticipates market changes which may affect the business and makes recommendations to maximise resultant opportunities and to minimise negative impacts                           |
|                           |   | 20. proactively respond to insurance market changes to deliver positive outcomes to stakeholders  | Proactively identifies actual or proposed insurance market changes and evaluates the future impact on stakeholders  |
|                           |   | 21. effectively apply legal and insurance principles to evaluate and resolve unfamiliar and/or complex problems and queries             | Evaluates potential issues arising out of the application of legal and insurance principles to new and emerging situations and recommends solutions to resolve these              |
|                           |   | 22. apply specialist knowledge of the market structure and its processes, procedures and documentation to a range of complex situations | Is proactive in expanding specialist knowledge of the market structure and its processes, procedures and documentation in response to new and unfamiliar situations               |

|  |   |   |  |
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| 7<br>Relationship development and management | Engages and networks proactively with clients/customers and colleagues/senior management, as required to deliver business outcomes. Manages customer/stakeholder expectations effectively. Uses interpersonal skills and networks to influence and gain support, to deliver positive business outcomes. | 23. proactively identify, generate and develop relationships with stakeholders at all levels and network both within and outside the organisation | Takes responsibility for acting as a formal representative of the organisation within own organisation or the wider market place |
|  |   | 24. manage and maintain relationships to deliver excellent customer service and business outcomes   | No distinction differentiator  |
|  |   | 25. effectively analyse and influence customer/stakeholder expectations   | Proactively evaluates trends in customer/stakeholder expectations and shares this for the benefit of the business                |
|  |   | 26. adapt and flex interpersonal skills to engage positively with stakeholders  | No distinction differentiator  |
|  |   | 27. influence and gain support to deliver positive business outcomes  | Negotiates and influences effectively at a variety of levels, both within and outside the organisation                           |
| 8<br>Ownership and initiative                | Contributes to the development and implementation of operational plans within business area. Manages people and/or processes to ensure the operational and strategic needs of business are met. Challenges existing processes and procedures to   | 28. pro-actively contribute to the development and implementation of operational plans within business area                                       | Monitors the implementation and progress of operational plans within business area   |

|              |  |  |  |
|--------------|--|--|--|
|              | improve the customer/client/stakeholder experience. Uses a structured, evidence based approach when taking ownership for resolving identified problems. Able to provide a clear rationale when making decisions. | 29. effectively manage people and/or processes to ensure the operational and strategic needs of the business are met | Uses initiative to propose recommendations to make the management of people and/or processes more effective in meeting the operational and strategic needs of the business |
|              |  | 30. appropriately challenge existing processes and procedures to improve the customer/client/stakeholder experience  | Make recommendations on alternative processes and procedures to improve customer / client / stakeholder experience   |
|              |  | 31. use a structured, evidence based approach to proactively identify and take ownership of resolving problems       | Evaluates the effectiveness of solutions and their implementation and proposes further amendments for this or future occasions.  |
|              |  | 32. evaluate and justify a clear rationale when making decisions   | No distinction differentiator  |
| 9 Governance | Uses in-depth knowledge of regulatory requirements to support organisational   | 33. evaluate legal and regulatory requirements and accurately apply this to work compliantly                         | Proactively evaluates changes to legal and regulatory requirements and identifies changes needed to be compliant in own work area.   |



|  |   |   |   |
|--|---|---|---|
|  | compliance. Uses understanding of risk to contribute to identifying and managing exposures within the business area.  | 34. take ownership of instances of potential non-compliance and manage appropriate action in accordance with organisational | Evaluates instances of actual or potential non-compliance and makes recommendations to prevent re-occurrence.                                 |
|  |   | 35. promote a culture of the fair treatment of customers in self and others   | No distinction differentiator   |
|  |   | 36. apply understanding of risk correctly to contribute to identifying and managing exposures within the business area      | No distinction differentiator   |
| 10<br>Advice and support                 | Consistently supports others and collaborates to achieve results. Takes a leadership role within team when appropriate. Is alert to sector developments and draws these to the attention of others where they impact on own business area.  | 37. consistently support others and collaborate to achieve results  | Proactively shares approaches and collaborates beyond the requirements of the role  |
|  |   | 38. identify when it is appropriate to take a leadership role in advising and supporting others                             | Acts as a role model in taking a leadership role and remains accountable for the advice and support given                                     |
|  |   | 39. pro-actively identify and evaluate sector developments and articulate their impact on the business                      | Contributes ideas as to how the business can best adapt to sector developments  |
| 11<br>Management of information and data | Obtains and analyses relevant information and data to evaluate performance and influence business results. Uses data analysis to challenge existing business processes/procedures. Proficient in the use of bespoke and/or generic IT software and systems needed to facilitate the | 40. use bespoke and/or generic IT software and systems to proficiently gather, analyse and evaluate data                    | Actively supports the development of new/revised IT based methods to manipulate data where existing systems do not have the required facility |
|  |   | 41. actively analyse relevant information and data to evaluate performance and influence business results                   | No distinction differentiator.  |

|                     |   |   |  |
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|                     | analysis and evaluation of data.  | 42. drive change using data analysis to continuously improve business processes/procedures                              | Uses on-going data analysis to monitor the effectiveness of improvements to business processes/procedures  |
| 12<br>Communication | Uses a range of advanced communication techniques to convey complex information effectively.<br>Negotiates effectively. | 43. translate complex information to a wider audience so that they can understand, using advanced communication methods | Confidently uses a range of advanced communication methods to convey complex information effectively, adapting these to the needs of different audiences |
|                     |   | 44. negotiate effectively to achieve desired outcomes   | No distinction differentiator  |

| Behavioural competencies      | What is required  | Pass criteria: Learning Outcomes (WGLL) (The apprentice can..)  | Distinction Differentiator   |
|-------------------------------|---|---|--|
| 13<br>Drive to excel          | Identifies opportunities to drive higher performance. Takes the initiative to set and meet challenging individual and team performance measures underpinned by commercial acumen and sound judgement.   | 45. act as a role model in driving higher performance   | No distinction differentiator  |
|                               |   | 46. demonstrate commercial acumen and sound judgement when proactively setting and meeting challenging individual and team performance measures | Demonstrates commercial acumen and sound judgement when proactively setting and exceeding challenging individual and team performance measures |
| 14<br>Personal Accountability | Takes ownership for the quality and delivery of work, recognising and rectifying potential issues. Adapts positively to changing priorities and is flexible to the needs of the company. Builds own capability through ownership of personal development. | 47. take ownership for the quality and delivery of work, recognising and rectifying any potential issues  | Consistently delivers not only what is required but also exceeds expectations  |
|                               |   | 48. demonstrate tenacity and flexibility in delivering the required outcomes in a changing environment  | Demonstrates tenacity and flexibility in exceeding the required outcomes in a changing environment   |
|                               |   | 49. showcase progress of self driven personal development   | Showcases progress of own self driven personal development and acts as an ambassador for personal development for others                       |
| 15<br>Innovation              | Demonstrates a creative and   | 50. adopt a creative and questioning approach   | No distinction differentiator  |

|                    |   |   |   |
|--------------------|---|---|---|
|                    | questioning approach. Is enterprising when seeking solutions to business needs understanding the impact at both a practical and a technical level. Responds positively to feedback and change.          | 51. use practical and technical knowledge and experience of the business to propose new innovative solutions to support business objectives | Uses practical and technical knowledge and experience of the business to propose cost effective innovative solutions, clearly stating the objectives, operational considerations and implementation costs |
|                    |   | 52. respond positively to feedback and change, implementing improvements where necessary  | No distinction differentiator   |
| 16 Professionalism | Displays professional and personal integrity by being truthful and sincere in actions and avoiding/managing any potential conflicts of interest. Role models and coaches others in positive behaviours. | 53. propose and promote own and others professional and personal integrity  | No distinction differentiator   |
|                    |   | 54. recognise and manage any potential conflicts of interest  | Anticipates any potential conflicts of interest before they arise and manages these appropriately.  |