

# Level 7 Senior Leader Master's Degree Apprenticeship

**9311-12**

---

May 2024 Version 1.2

## End-point Assessment Pack

For Independent End-point Assessors

Version and date	Change detail	Section
1.0 September 2019	Document created	All
1.1 June 2023	Added e-portfolio guidance	Sections 3 & 6
1.2 May 2024	Added guidance on word count requirements work based project report.	Section 6

This document is intended for Independent End-point Assessor and Lead End-point Assessors of ILM and City & Guilds. This guide is subject to regular revision, and maintained electronically. Please refer to the ILM website for the most up to date information. Electronic copies are version controlled.

## Contents

Contents	3
Section 1: Introduction	5
About this Apprenticeship Occupation	5
The Role	5
Gateway – prior to End-point Assessment	5
Entry requirements for End-point Assessment	6
End-point Assessments	6
Recognition of prior learning (RPL)	7
Grading	7
Final judgement	7
City & Guilds of London Institute	7
Security, confidentiality & copyright of End-point Assessment materials	7
Additional conditions of use	7
Section 2: Apprenticeship Occupation Standard	9
Section 3: End-point Assessment Guidance for Independent End-point Assessors	13
Introducing the EPA to the apprentice	13
On-programme reviews	13
Health and Safety, and Codes of Practice	13
Recording forms	14
Submission of Portfolio & Work Based Project Report	14
Authenticating the apprentice's work	14
Determining the grade for each EPA	15
Determining the overall End-point Assessment grade	16
Sharing of results with apprentices	17
Results submission and Certification	17
Feedback	17
Opportunities to re-sit/re-take	17
Appeal Process	18
Section 4: End-point Assessment Resources List	19
Section 5: End-point Assessment Timeline	20
Section 6: Guidance for each assessment method	23
Assessment 700/750 Project Showcase	23
Assessment Specification	23
Instructions for Customers	23
Instructions for IEPAs	28
Work Based Project Report	28
Presentation	29
Questioning	29

Grading	30
Re-sits/ Re-take	30
Instructions for Apprentices	31
<u>Assessment 701/751 Professional Discussion</u>	<u>34</u>
Assessment Specification	34
Instructions for Customers	34
Instructions for IEPAs	41
Preparing for the discussion	41
Grading	42
Re-sits/ Re-takes	43
The Overall Mark and Final Grade	43
Instructions for Apprentices	43
<u>Section 7: Assessment Criteria</u>	<u>46</u>
<u>Section 8: Grading Criteria</u>	<u>51</u>
Project Showcase	51
Professional Discussion	63
<u>Useful Information</u>	<u>83</u>
About ILM	84
City & Guilds Group	84
Copyright	84

## Section 1: Introduction

### About this Apprenticeship Occupation

This End-point Assessment (EPA) Pack has been designed to assess all the requirements in the Level 7 Senior Leader Master's Degree Apprenticeship (SLMDA) Assessment Plan, ST0480/AP01 August 2017.

A strategic leader is someone who has senior management responsibility, and this can include formal governance and 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 they are a role model, with responsibility for those in senior positions and significant organisational budgets.

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

### The Role

This occupation applies to strategic, 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, and Senior Military Officer, HE Registrar and Head of Department/Faculty.

The strategic leader apprenticeship will typically take 2-2½ 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.

### Gateway – prior to End-point Assessment

When all on-programme content has been completed the employer and HEI review the progress of the apprentice and confirm that they are eligible for carrying out EPA. They review the apprentice's achievements, ensuring that all the EPA entry requirements have been met and that the apprentice is proficient in all areas of the Standard, consistently working at or above the level set out in the Standard.

On completion of this review, the employer, Higher Education Institute (HEI) and apprentice must complete a Gateway Declaration form which confirms that the apprentice has acquired the required knowledge, skills and behaviours, along with all the entry requirements. A copy

of this form can be found in the End-point Assessment Recording Forms for Customers document.

The completed Gateway Declaration form is submitted to City & Guilds of London Institute (the End-point Assessment Organisation (EPAO)) as part of the EPA booking process. The submission is checked by the EPAO's EPA Team prior to the allocation of the Independent End-point Assessor (IEPA) to undertake the assessments.

## Entry requirements for End-point Assessment

To be eligible for EPA the apprentice must have successfully achieved the following at Gateway:

- A Higher Education Institute (HEI) Master's degree in management (the on-programme part of the apprenticeship, including knowledge, skills and behavioural assessment)

- Level 2 or higher in English and Maths. Evidence of successful completion must be provided when booking EPA

- Completed a suitable work based project in the last 6 months of the programme

- Hold a portfolio of work from their on-programme period (during their Master's degree)

## End-point Assessments

The focus of EPA is for the apprentice to fully demonstrate the knowledge, skills and behaviours set out in the apprenticeship standard and to be able to demonstrate this level of professional competence in authentic workplace contexts.

EPA are formal summative assessments that conclude an apprenticeship programme. Each apprenticeship will be assessed in a number of ways to provide a clear indication of the apprentice's knowledge, skills and behaviour. For this apprenticeship the following two EPAs must be passed:

- Project Showcase – based on a work based project, including a report, presentation and questioning

- Professional Discussion - based on a review of the portfolio

The IEPA receives a copy of the apprentice's portfolio and work based project report for reviewing ahead of meeting the apprentice.

The apprentice then makes a presentation to the IEPA about the work based project, and they will be asked questions. They'll also have a professional discussion about the portfolio.

Performance in the EPA will determine the apprenticeship grade of fail, pass, merit or distinction. A pass represents competence against the knowledge, skills, and behaviours in the apprenticeship Standard, with merit and distinction representing performance above the requirements.

This pack contains guidance around the EPAs. An overview summary of all assessment methods that could be used as part of EPA is included in the *Independent End-point Assessor Manual*.

## Recognition of prior learning (RPL)

Recognition of Prior Learning may not be used as a substitute for EPA.

## Grading

This apprenticeship is graded Fail, Pass, Merit, or Distinction.

## Final judgement

The IEPA will make the final judgement as to whether the apprentice has met the requirements of the Standard. The IEPA's decision will be sampled and quality assured by the Lead Independent End-point Assessor (LIEPA). The LIEPA will confirm the final grades with the IEPA.

## City & Guilds of London Institute

Apprentices who pass their EPA are eligible for Membership of City & Guilds of London Institute, which includes use of post-nominals. Further information about the process for claiming membership is available from the Customer Service team ([customer@i-l-m.com](mailto:customer@i-l-m.com))

## Security, confidentiality & copyright of End-point Assessment materials

The content of this document is, unless otherwise indicated, the property of © The City and Guilds of London Institute and may not be copied, reproduced or distributed without prior written consent. However, approved ILM centres or EPA customers and apprentices studying for EPA may photocopy this document free of charge. The Standard Copying Conditions (see the City & Guilds website) also apply.

## Additional conditions of use

EPA Materials are protected by copyright and supplied only to IEPAs for use solely for the purpose of summative assessment.

The following conditions, which apply to EPA Materials, are additional to:

The Standard Copying Conditions which can be found at <http://www.cityandguilds.com/142.html>;

The IEPA must:

Only use the EPA Materials in formal, summative EPA leading to the award of an apprenticeship and not for any other purpose (including, but not restricted to, teaching, revision, as practice assessments or for commercial purposes)

Handle and store securely the EPA Materials in accordance with the following conditions

- EPA Materials must be accessible to apprentices only during formal EPA as governed by the assessment conditions specified for the individual apprenticeship;
- The portfolio of the apprentice may contain assessment results referenced to the assessment taken but should not contain the EPA Materials (such as assessment tasks or questions or marked scripts if the tests may be reused (unless otherwise stated));
- The content of any EPA Materials must not be made public in any format, either in part or in full;
- EPA Materials must be securely handled and under no circumstances shared with third party organisations or individuals.

Seek written permission from the EPAO if they want to convert EPA Material for storage, retrieval and delivery in electronic form (i.e. using some form of e-assessment or e-learning system)

Provide access, on request, to the EPAO to the system(s) on which the EPA Materials appear.



## Section 2: Apprenticeship Occupation Standard

The following information is taken from documentation published on the <https://www.instituteforapprenticeships.org/> website.

### Senior Leader Master's Degree

#### Knowledge

**What is required** (acquired and demonstrated through formal learning applied according to business environment)

#### Organisational Performance - delivering a long term purpose

##### Strategy

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.

##### Innovation & Change

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.

##### 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. Understands competitive strategies and entrepreneurialism, approaches to effective decision making, and the use of big data and insight to implement and manage change.

##### 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. Understands financial governance and legal requirements, and procurement strategies.

#### Interpersonal Excellence – leading people and developing collaborative relationships

##### Leading & Developing People

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.

Developing Collaborative Relationships

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.

**Skills**

**What is required** (acquired and demonstrated through continuous professional development in the workplace)

Organisational Performance – delivering a long-term purpose

Strategy

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.

Innovation & 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. 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.

Enterprise & Risk

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.

Finance

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.

Interpersonal Excellence – leading people and developing collaborative relationships

Engaging Employees

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.
Leading & Developing People	Enables 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.
Building Collaborative Relationships	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</b> (developed and exhibited in the workplace)
Personal and interpersonal effectiveness	
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. Works collaboratively enabling empowerment and delegation. Acts with humility and authenticity, is credible, confident and resilient.
Judgement and Challenge	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.
Courage and Curiosity	Is confident and brave, willing to innovate, seeks new ideas and looks for contingencies. Manages complexity and ambiguity, comfortable in uncertainty, and is pragmatic.
Valuing Difference	Engaging with all – is ethical and demonstrates inclusivity, recognising diversity, championing, and enabling cultural inclusion. Empowers and motivates to inspire and support others.
Professional	Reflects on own performance, demonstrates professional standards in relation to behaviour and ongoing development.

---

Advocates the use of good practice within and outside the organisation.

---

## Section 3: End-point Assessment Guidance for Independent End-point Assessors

### Introducing the EPA to the apprentice

Prior to the Gateway process the HEI should have made the apprentice aware of the different assessment methods that make up the EPA.

For this apprenticeship the following assessment methods will be introduced to the apprentice by the HEI:

- Project Showcase
- Professional Discussion

The IEPA will ensure that the apprentice understands what is required on the day during the meetings.

The specific details around what the employer and HEI will share with the apprentice and the timelines can be found later in this document. When introducing any assessments it is expected that the HEI set a realistic timeframe for completion of each assessment, and that this should align with any timeline agreed with the EPAO when booking EPAs.

It is anticipated that apprentices will undertake both assessments on the same day, however this is not a requirement.

### On-programme reviews

There will be regular reviews undertaken between the employer and the HEI, during the on-programme delivery. These reviews are intended to be checkpoints throughout the apprenticeship at which the employer, HEI and apprentice discuss progress and the apprentice has an opportunity to receive feedback on their progress against the Standard. These are likely to take place quarterly, as well as a formal annual On-programme assessment. The apprentice will be provided with feedback on their progress, as well as further guidance and support if insufficient progress has been made or any issues uncovered during the review to ensure that they meet the requirements of the Standard.

They are different from typical Personal Development Reviews (PDRs) and the PDR records wouldn't be required as proof that the reviews have taken place. However, a record that reviews against the Standard have taken place is required, preferably more than just the dates, i.e. who was involved and a brief record of the outcome. A method of how the review meetings can take place is not specified in the Assessment Plan so either online or face to face reviews are acceptable.

The IEPA will not be involved in these regular reviews.

### Health and Safety, and Codes of Practice

The importance of safe working practices, the demands of the Health and Safety at Work Act and any Codes of Practice associated with the industry must always be adhered to.

The requirement to follow safe working practices is an integral part of all EPA, and it is the responsibility of the HEI and employer to ensure that all relevant health and safety requirements are in place when working on any projects or before apprentices begin any practical assessment.

Should IEPA's identify something when assessing evidence submitted for the apprenticeship, or pick up on something during an oral assessment that indicates that health and safety practices and procedures may not have been adhered to, IEPA's should feed this back to the EPA team.

## Recording forms

The EPAO has designed specific Recording forms for this apprenticeship, some for customers to use, and some for IEPAs to use. This document must be used alongside the *End-point Assessment Recording Forms for Independent End-point Assessors (Recording Forms for Assessors)* document. IEPAs must use the forms provided by the EPAO in the format provided.

IEPAs must ensure that any notes recorded on these forms are recorded in a way that another assessor who was not present at the assessment can clearly see why assessment decisions have been made.

## Submission of Portfolio & Work Based Project Report

At Gateway, the apprentice's portfolio and work-based project must be made available for review by the IEPA ahead of the EPAs. Please note the following requirements:

1. All evidence for the portfolio and work-based project components must be available electronically, using formats such as Word, EXCEL, PDF etc.
2. Where the apprentice has created their portfolio and work-based project using an e-portfolio platform, the HEI may choose to upload them directly onto the EPA Pro portal or by providing access to their own e-portfolio system via the EPA Pro portal.
3. The portfolio and work-based project, whether uploaded or provided via access to an e-portfolio, must be structured to clearly reference the required Knowledge, Skills and Behaviours, as set out in the City & Guilds Evidence Matrix. HEIs should note that an incomplete and/or unfocussed portfolio will likely be returned and not assessed.
4. The completed City & Guilds Evidence Matrix must be uploaded to the EPA Pro portal regardless of whether the portfolio and work-based project are uploaded or access to an e-portfolio is provided. See section 6 of this pack for further information on the portfolio and City & Guilds Evidence Matrix.

## Authenticating the apprentice's work

When making judgements on evidence of unobserved tasks IEPAs must ensure that the evidence presented is valid, authentic, current and sufficient. The apprentice must have:

- Signed a *Declaration of Authenticity form* confirming that the work is their own
- Referenced all sources

The *Declaration of Authenticity form* must be completed and included when submitting evidence to the EPAO. This form can be found in the *EPA Recording Forms for Customers* document, and must be signed by the Line Manager, HEI and apprentice. A new signed declaration is required for resits where additional evidence is being submitted.

During the Degree Apprenticeship the HEI and employer can also aid authentication by:

- Supplementary (oral) questioning to gauge familiarity with the topic
- Looking out for any changes to the apprentices usual writing style, unusual sources/examples or the use of e.g. US spellings or phrases that might indicate cutting and pasting from the internet
- Ensuring that work is fully referenced
- Requiring access to evidence of steps in the process e.g. drafts, notes, planning etc.

## Determining the grade for each EPA

The grade for the individual EPA is established in two steps:

### 1. A grade is given to each knowledge, skill and behaviour (KSB) Standard

An apprentice must successfully evidence all of the Assessment Criteria for the individual EPAs, as shown in Section 7.

Each individual EPA will be graded Pass, Merit or Distinction based on a holistic assessment of the evidence. The Grading Criteria for each KSB in the Standard is shown in Section 8.

Each KSB, for example 'Strategy Knowledge' or 'Enterprise and Risk Skills,' is given a grade based on the Grading Criteria:

- In order to achieve a Pass, the apprentice must successfully evidence all of the assessment criteria ('What is required') and meet a minimum of 50% of the Pass grading criteria
- To achieve a Merit, the apprentice must successfully evidence all of the assessment criteria, and 100% of the Pass grading criteria and a minimum of 50% of the Merit grading criteria
- To achieve a distinction, the apprentice must successfully evidence all of the assessment criteria, and 100% of the Pass grading criteria, and 100% of the Merit grading criteria, and a minimum of 50% of the Distinction grading criteria.

Grade (for each KSB)	Pass	Merit	Distinction
<b>Assessment Criteria (Section 7)</b>	100%	100%	100%
<b>Grading Criteria (Section 8)</b>	50-100% Supporting all assessment criteria.	100% of Pass, and 50-100% of Merit.	100% of Pass, and 100% of Merit, and

		Supporting all assessment criteria.	50-100% of Distinction. Supporting all assessment criteria.
--	--	-------------------------------------	--

## 2. The grade for each individual EPA is calculated as follows:

Any KSB are failed = fail the individual EPA

All KSB achieve a pass = pass grade for the individual EPA

At least 60% of the KSBs achieve a Merit = Merit grade for the individual EPA

(6 KSBs for the Project Showcase, and 10 KSBs for the Professional Discussion)

At least 70% of the KSBs achieve a Distinction= Distinction grade for the individual EPA

(7 KSBs for the Project Showcase, and 12 KSBs for the Professional Discussion)

## Determining the overall End-point Assessment grade

The two individual EPAs collectively assess the knowledge, skills, and behaviours required of a Senior Leader. The IEPA will assess and grade the two individual EPA separately and combine the results to determine the overall EPA grade.

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

To achieve a **Merit**, apprentices must achieve a merit or higher in both assessments

To achieve a **Distinction**, apprentices must achieve a distinction in both assessments

The table below shows the weighting for each component.

End-point Assessment	Weighting	Grading
Project Showcase 700/750	50%	P/M/D
Professional Discussion 701/751	50%	P/M/D
Total	100%	P/M/D

The IEPA's decisions will be subject to internal moderation by the EPAO. Results will not be confirmed until after moderation.

This will not have any impact on the final degree classification that the HEI awards to the apprentice.



## Sharing of results with apprentices

IEPAs must not share any results or feedback with the apprentice, EPA customer, Centre, employer, or HEI during any assessment, immediately following or between the different assessments, except where the apprentice has failed their EPA (see the instructions below).

## Results submission and Certification

The IEPA will share the marks with the LIEPA for quality assurance. The LIEPA will confirm the apprentice results to the EPA Team. If the apprentice passes the EPA, the EPAO will issue the EPA Record of Achievement confirming the grade achieved to the HEI and will notify the Institute for Apprenticeships and Technical Education who will issue the Apprenticeship certificate.

## Feedback

IEPAs are required to provide written feedback for any apprentice that fails an EPA, using the *Apprentice Feedback form* which can be found in the *Recording Forms for Assessors* document. It is expected that IEPAs would use the information captured in the recording forms to draft the feedback to the apprentice. The feedback should outline which aspects of the Standard were not met.

If it is agreed to provide feedback to successful apprentices, the EPA Team will contact IEPAs directly and request that this is completed.

## Opportunities to re-sit/re-take

Apprentices who fail any EPA can take a re-sit/re-take. A re-sit is where the apprentice takes the assessment again without the need for new learning. A re-take is where the employer determines new learning is needed first.

It is recommended, but not required, that an apprentice waits one month before re-taking, to allow the development of the knowledge, skills and behaviours that were lacking at the EPA.

Apprentices are only required to re-sit any components of the EPA that they have failed. In all cases the employer and HEI will need to agree that a re-sit or re-take is an appropriate course of action, and develop a supportive action plan to prepare the apprentice based on the feedback provided by the IEPA.

Re-sits are not offered to apprentices wishing to improve the overall grade, unless the EPAO deems there to be exceptional circumstances warranting consideration. This is at the EPAO's discretion.

All EPAs must be successfully completed within 6 months of Gateway.

An EPA re-sit booking will be needed for the relevant EPA component. Although there are no restrictions in terms of re-sitting EPA for this occupation, multiple assessment opportunities are not expected. All parties should be confident that the apprentice is ready to re-sit the EPA.

## Appeal Process

Any appeal in relation to the outcome of the EPA will initially be managed by the EPAO, and escalated to Ofqual, the external quality assurance organisation for the Standard.

## Section 4: End-point Assessment Resources List

Assessment method	Resources required
Project Showcase (Presentation and Questioning)	A suitable room (quiet space, free from distraction) for the presentation and questioning to take place Projector and laptop and screen which is operationally ready for the apprentice to use during their presentation Seating area or room for any other apprentices to wait Access to water and cups
Professional Discussion	A suitable room (quiet space, free from distraction) for the presentation and questioning to take place Seating area or room for any other apprentices to wait Access to water and cups

## Section 5: End-point Assessment Timeline

The process of setting up the EPA will typically begin six months before the completion of the apprenticeship. It is the responsibility of the employer and HEI to ensure that the apprentice is ready for each stage of this timescale.

Time line	Activity
On-going prior to Gateway	<p>Employer and HEI:</p> <ul style="list-style-type: none"> <li>Reviews progress and ensures the apprentice's performance is on track as part of the regular performance management system</li> <li>Identifies any gaps and creates an action plan to address these gaps</li> <li>Creates a plan for the EPA with the apprentice</li> <li>Considers whether apprentice's potential evidence for the portfolio and work based project report is appropriate and sufficient to assess the entirety of the Standard</li> <li>Makes an EPA registration on Walled Garden</li> </ul> <p>Apprentice:</p> <ul style="list-style-type: none"> <li>Completes the English and Maths components of the apprenticeship</li> <li>Completes their portfolio of evidence, undertakes work-based project and writes work based project report</li> <li>Completes management Master's degree</li> </ul>
Gateway process	<p>Employer, HEI and Apprentice:</p> <ul style="list-style-type: none"> <li>Meet to review progress and confirm that the apprentice is ready for EPA<sup>1</sup></li> <li>Completes Gateway Declaration Form</li> </ul>
Book EPA in line with the HEI: EPA booking timelines	<p>HEI:</p> <ul style="list-style-type: none"> <li>Makes EPA booking on Walled Garden</li> <li>Provides Gateway evidence</li> <li>Makes additional arrangements for the EPAs, e.g. book venue and equipment</li> </ul> <p>EPA Team:</p> <ul style="list-style-type: none"> <li>Contact HEI to agree potential date(s) for the Project Showcase and Professional Discussion EPAs</li> <li>Contact the prospective IEPA, and provide them with the provisional details</li> </ul>

**Time line****Activity**

Communicate with the HEI and IEPA to agree and confirm a mutually convenient date & the venue  
Formally confirms the booking by email to HEI

**End-point Assessment HEI:**

Submits apprentice's portfolio, work based project report and City & Guilds evidence matrices electronically at least two weeks ahead of the meeting date, and within one month of Gateway

**Apprentice:**

Presents the work based project report to the IEPA. This will be followed by questioning by the IEPA  
Undertakes the Professional Discussion with the IEPA based on the portfolio  
Minimum of 7 days' notice must be given to the apprentice of their presentation/questioning and professional discussion meeting

**IEPA:**

Reviews the work-based project report prior to the presentation  
Reviews the portfolio and prepares areas for discussion  
Marks each assessment component after it has been undertaken

**End of apprenticeship HEI:**

Submits a copy of the presentation to the EPA Pro portal after the presentation has taken place

**IEPA:**

The IEPA communicates marks allocated for each assessment to the LIEPA  
Uploads recording forms to the EPA Pro portal  
The LIEPA samples and quality assures assessments and confirms the grades

**EPA Team:**

The EPA Team communicates the results to the HEI via Walled Garden within 24 hours of confirmation from the LIEPA  
The EPA Team processes the overall result. If the apprentice has passed the EPA the EPA Team advises the

## Time line

## Activity

Institute for Apprenticeships and Technical Education (IFATE) which issues the certificate directly to the employer. The data will be provided to IFATE by the EPA Team

If the apprentice has passed the EPA a *Statement of Achievement* will also be issued and sent to the HEI within 20 working days

If the apprentice has failed any of the components the EPA Service will notify the HEI

---

<sup>1</sup> SLMDA EPA should be completed within 8-12 weeks from the apprentice meeting the requirements of the EPA Gateway

## Section 6: Guidance for each assessment method

### Assessment 700/750 Project Showcase

#### Assessment Specification

The Project Showcase EPA focuses on the apprentice's work based project. It includes three elements: a written report, presentation and questioning.

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 the EPAO. They'll then present their report to their Independent End-point Assessor (IEPA) as part of the Project Showcase EPA. This will be followed by questioning with the IEPA focussing on the knowledge, skills and behaviours assessment criteria for the Project Showcase EPA 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 knowledge, skills and behaviours, and assessment criteria in Section 7, and the grading criteria in Section 8.

#### Work based project

In the last 6 months of their degree, 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 and achievable within the employer's business constraints, whilst meeting the needs of the EPA. The EPAO does not need to agree or approve the project topic. Work based projects must enable the application of knowledge, skills, and behaviours to be assessed by the Project Showcase 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.

The Project Showcase EPA would usually be arranged for the same day as the Professional Discussion EPA.

### Instructions for Customers

#### Work Based Project

The work based projects must enable the application of knowledge, skills and behaviours to be assessed during the Project Showcase EPA, so the following approach is recommended:

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 work based project will be set and completed during the final 6 months of the apprenticeship i.e. before the EPA Gateway

A work based project that has been completed as part of the Master's degree programme can be used for the Project Showcase EPA as long as it meets the assessment criteria of the EPA. The EPAO does not need to agree or approve the project topic.

### **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

### **Work Based Project Report**

The apprentice must create a project report of 4000 words +/-10%. This can include photos, diagrams and tables where they add value and clarity to the report. These will be included in the word count. No annexes or appendices are allowed. Reports which are above 4,400 words will not be accepted.

The work based project report should reflect the activities completed by the apprentice throughout their project, providing evidence against the assessment criteria and grading criteria. Reviewing the criteria will help the apprentice understand what evidence is required. All evidence must be of the apprentice's own work and, for any team work, must clarify and focus only on their contribution.

Apprentices, Employers and Providers are reminded that any project proposal submitted with a word count outside of these requirements, or submitted without showing an accurately calculated total word count, will be dealt with as follows:

- Work based project reports submitted with fewer than 3600 accurately calculated words will be assessed as submitted, there is no specific penalty for failing to meet the minimum word count requirement. However, apprentices are to be reminded that this shortfall is likely to reduce their opportunity to pass and achieve a higher grade.
- Work based project reports submitted with more than 4400 accurately calculated words will be assessed as submitted. However, the IEPA will only consider the first 4400 words



and will not assess any content beyond this limit against the grading criteria. There is no specific penalty for exceeding the maximum word count requirement, however, apprentices are to be reminded that this is likely to reduce their opportunity to pass and achieve a higher grade, especially where outcomes and recommendations are included towards the end of the submitted work based project report.

### **Guidance on evidence**

Prior to submission, the report must be reviewed by the employer and HEI to ensure that:

- All relevant assessment criteria have been met in relation to the Standards
- It has been generated during the apprenticeship
- There is no unnecessary duplication of evidence against the same criteria
- The work selected represents the best evidence available
- The clarity of any images or scanned evidence is sufficient to determine the quality of the original evidence
- Authenticity of evidence has been established

The IEPA will not be familiar with the apprentice or the specifics of their work environment, so evidence must be clear and unambiguous – supporting context statements are recommended for evidence that could be open to misinterpretation.

### **Preparing evidence for submission**

The HEI will submit the apprentice's electronic work based project to the EPA Pro portal at least two weeks ahead of the first date of EPA, and within one month of Gateway. The HEI must also submit the mandatory *Declaration of Authenticity* and *Work Based Project Report Evidence Reference Matrix (City & Guilds Evidence Matrix)*. No degree marks should be submitted with it.

The completed *City & Guilds Evidence Matrix* directs the IEPA to where in the work based project report they can find the apprentice's evidence against the criteria, enabling the IEPA to review the evidence effectively. The IEPA will review the report against the Project Showcase EPA assessment criteria and grade criteria, found in Sections 7 and 8.

Apprentices may choose how they reference their evidence (e.g. 1, 2, 3, 4, or A, B, C, D); typically the reference should include the document and the page, or time if it's recorded evidence. It is not expected that there will be one piece of evidence for each criteria. An apprentice working at this level should be able to provide pieces of evidence which cover a range of criteria, which is why the *City & Guilds Evidence Matrix* is important.

Evidence must be presented as follows:

- In electronic format, with a header on each page containing your name, the date the evidence was produced and an evidence reference number
- The content of the report must be referenced to the criteria it is being submitted against on the *City & Guilds Evidence Matrix*
- The *City & Guilds Evidence Matrix* must be uploaded in Word format
- A completed and signed *Declaration of Authenticity* must be provided if one hasn't already been supplied

Once submitted to the EPA Pro portal, the work based project report will be reviewed by the IEPA in preparation for the presentation and questioning.

Where necessary, confidentiality and data protection requirements must be adhered to e.g. permissions for use of video/images containing identifiable individuals (e.g. colleagues, clients), anonymisation of documentation, and permission when submitting sensitive information.

## Presentation

The presentation will take place as part of an online virtual meeting with the IEPA following the submission of the report. The apprentice will deliver a presentation about the work based project which demonstrates:

- 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

The apprentice may include information which was not part of the work based project report.

### Preparing the apprentice

The employer and HEI will prepare the apprentice for the presentation and questioning by:

- Ensuring they are aware of the requirements of the EPA:
  - The EPA will take approximately 1 hour and 20 minutes – 20 minutes for the presentation, a 30 minute break, and 25-30 minutes for the questioning session
  - The presentation will be conducted face-to-face with the IEPA, or in exceptional circumstances via live media, for example where the apprentice is working abroad or based on a restricted site
  - Apprentices must receive appropriate notice of their presentation and questioning meeting - a minimum of 7 days' notice must be given
  - The presentation must be for a duration of 20 minutes +/-10%
  - The IEPA will stop the presentation after 22 minutes, so the apprentice should ensure that their presentation doesn't overrun
  - The EPAO has not specified the format of the presentation, and presentation skills will not be marked, however good presentation and interview skills will help the apprentice showcase their knowledge, skills and behaviours. Apprentices may use PowerPoint and presentation aides e.g. handouts as they see fit. Technical requirements must be agreed with the HEI in advance so that the appropriate equipment is available.
  - The presentation and questioning will be recorded by the IEPA, and kept along with a copy of the report and any presentation materials for quality assurance purposes. The EPAO's Privacy policy applies
  - Supporting the development of their presentation and interview skills
  - Reviewing the content of their presentation to ensure that it fulfils the requirements
  - Instructing them to bring photo ID. The assessment cannot proceed without the ID process being completed to the IEPA's satisfaction

The apprentice can have their own notes and work based project report available during the presentation.

The IEPA does not need to see the presentation prior to the meeting. The HEI must upload a copy of the presentation to the EPA Pro portal after the EPA.

The employer and HEI must provide a quiet room, free from distractions and interruptions for the presentation and questioning, ensuring that appropriate signposting and other arrangements are in place that will maintain a suitable environment throughout the duration of the assessment activity. This may be at employers or HEI's premises or other suitable venues. This is organised by the HEI in agreement with the EPA team and IEPA.

Before the presentation, the IEPA will:

- Check the identity of the apprentice by asking them to show photo ID. The assessment cannot proceed without the ID process being completed to IEPA satisfaction
- Introduce themselves and explain their role in the process
- Summarise the purpose and structure of the presentation and questioning
- Explain that the presentation and questioning will last approximately 1 hour 20 minutes - 20 minutes for the presentation, and 25-30 minutes for the questioning, with a 30 minute break in between. The apprentice can leave the room during the break
- Emphasise that the confidentiality of their presentation and interview will be maintained
- Ask the apprentice if they have any questions before beginning the assessment

## Questioning

After the presentation, there will be a 30 minute break whilst the IEPA prepares for the questioning session. The IEPA's review of the work based project report will enable questioning which focus on the criteria for the Project Showcase EPA that have not been demonstrated via the report or presentation.

The questioning session will be for 25-30 minutes. This will allow time for the apprentice to be put at ease and confirm they are ready for the questioning, and to have the opportunity to fully participate in the questioning

During the questioning session the IEPA will ask the apprentice questions to:

- Clarify any questions the IEPA has following their review of the work based project report and the presentation
- Assess behavioural and skills competences in more depth
- Confirm and validate judgements about the quality of work
- Explore aspects of the work, including how it was carried out, in more detail
- Provide a basis for the IEPA to make a holistic decision about the grade to be awarded, based on the assessment criteria and grading criteria for the Project Showcase EPA

## Preparing the apprentice

The HEI should prepare the apprentice for the questioning, for example running a practice questioning session with the apprentice, and developing their interview skills.

Questioning will consist of open questions focusing on the areas of the Standard, with follow up questions allowed for clarification.

Sample questions are shown below 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.

The apprentice can have their own notes, work based project report and presentation available during the questioning. The questions will not be shared prior to the questioning session. The apprentice may introduce additional evidence about their project during the questioning.

The presentation and questioning will be recorded by the IEPA, and kept along with a copy of the report and any presentation materials for quality assurance purposes. The EPAO's Privacy policy applies

Example questions that might be used:

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?

## Grading

The report, presentation and questioning will be assessed against the Project Showcase EPA assessment criteria and grading criteria. A grade is awarded holistically for the report, presentation and questioning. The grade will not be shared with the employer, HEI, or apprentice on the day of assessment.

## Re-sits/Re-takes

If the apprentice fails the EPA they will receive feedback from the IEPA to explain where the standards have not been met. A reservation request must be booked. The apprentice can revise and re-submit their work based project report, and they will take part in another presentation and questioning.

A new *City & Guilds Evidence Matrix* and *Declaration of Authenticity* must be completed and submitted if a revised work based project report is submitted.

## Instructions for IEPAs

### Work Based Project Report

Prior to the presentation and questioning, the IEPA reviews the report against the Project Showcase assessment criteria and grade criteria.

The HEI will submit the *Work Based Project Report Evidence Reference Matrix* signposting where the apprentice believes that the work based project report meets the grading criteria. The IEPA will reference this when they complete the *Project Showcase Recording Form (Recording Form)*.

The IEPA must use the *Recording form* and make notes in the Comments section to record the questions which will be asked from the Question Bank explain their assessment

decisions. The IEPA must indicate for each grading criteria which element(s) they found evidence in – the report, presentation and/or questioning.

## Presentation

### Assessment environment

IEPAs are responsible for checking that any assessment takes place in appropriate surroundings. The IEPA may need to liaise with the employer/HEI's representatives to ensure that the assessment environment is maintained.

### Introducing the assessment

It is important that the IEPA ensures that actions are taken to help put the apprentice at ease at the beginning of the EPA. This is to enable an accurate assessment of the apprentice's knowledge, skills and behaviours by minimising the extent to which their performance may be hindered by anxiety.

The IEPA must:

- Check the identity of the apprentice by asking them to show photo ID. The assessment cannot proceed without the ID process being completed to the IEPA's satisfaction
- Introduce themselves and the panel, and explain their role in the process
- Summarise the purpose and structure of the presentation and Q&A
- Explain that the presentation and questioning will last approximately 1 hour 20 minutes - 20 minutes for the presentation, and 25-30 minutes for the questioning, with a 30 minute break in between. The apprentice should leave the room during the break
- Emphasise that the confidentiality of their discussion will be maintained
- Ask the apprentice if they have any questions before beginning the assessment, and deal with the questions appropriately

To further ease the apprentice into the assessment, it is also recommended that the IEPA asks the apprentice questions about the organisation they work for and their own role of work within their employer organisation e.g.:

- Please explain the type and nature of the organisation that you work in and the sector/s your organisation operates in?
- What is your job role within your organisation?

The presentation and questioning must be recorded (audio or video) by the IEPA, and kept along with a copy of the report and any presentation materials for quality assurance purposes. The EPAO's Privacy policy applies.

After the presentation, the IEPA must add comments to the *Recording Form* where criteria have been met, and indicate which were met during the presentation.

## Questioning

The IEPA will select their questions for the questioning session during the 30 minute break after the presentation. The questions must be selected from the question bank to fill any

gaps in the Project Report and Presentation or to create the opportunity to move up a grade banding. The question bank can be found in the Recording Forms. They should be noted on the *Recording form*.

Questions should focus on where there are gaps in evidence preventing achievement of a minimum pass grade for each knowledge, skill, and behaviour outcome. The questions must not be shared prior to the questioning session.

The IEPA should use the grading criteria shown in the Project Showcase Recording form to provide prompts if the apprentice is struggling to provide suitable evidence.

### **Prompting during the questioning**

The questioning should feel as natural as possible, utilising open questions to allow the apprentice to dominate the conversation. The use of prompting questions should be kept to a minimum and only used when they will either:

- Bring the questioning back on track to achieve a pass when the apprentice is deviating from the required subject. This can be done by asking the question again or rewording the question

- Allow the apprentice to demonstrate deeper evidence towards a merit and distinction grades

After the questioning, the IEPA must add comments to the *Recording Form* where criteria have been met, and indicate which criteria were met during the questioning.

## **Grading**

The IEPA must use the *L7 SLMDA Calculator (calculator)* to record the grade awarded for each knowledge, skill and behaviour once all three elements have been completed. The grade is awarded holistically for the report, presentation and questioning. The grade will not be shared with the employer, HEI, or apprentice on the day of assessment.

The *calculator* will help you calculate the grade for the Project Showcase EPA.

EPA Pro portal - The IEPA will enter a 'fail,' 'pass,' 'merit,' or 'distinction' grade on the EPA Pro portal. The *Recording form*, *calculator*, and a copy of the audio/video recording must be submitted to the EPA Pro portal when the results are entered.

## **Re-sits/ Re-take**

If the apprentice fails the EPA, a reservation request must be booked. A new Project Showcase EPA meeting will be arranged. The IEPA will only review the new evidence, and use the grades from the previous EPA for the rest of the assessment criteria.

A new *City & Guilds Evidence Matrix* and *Declaration of Authenticity* is completed by the apprentice if they submit a revised work based project report.

## Instructions for Apprentices

As part of the Project Showcase EPA you will be required to:

- Submit a report about a work based project
- Make a presentation on your work based project report
- Join a questioning session about your experience during your project

The presentation and questioning parts of the EPA will take approximately 1 hour 20 minutes, including a 30 minute break between your presentation and the questioning session. You can leave the room during this break.

## Work Based Project

You will have completed a work based project towards the end of your apprenticeship that demonstrates the knowledge, skills and behaviours that you have acquired.

You'll agree the project title with your employer, and usually complete it during the final 6 months of your apprenticeship. A work based project would normally be based on an agreed business problem that forms part of your role.

Your employer will set time aside for you to plan, undertake and write up your project. You'll start by working out what is required, and present in terms of reference and an initial plan for agreement with your employer.

## Work Based Project Report

As part of this EPA, you need to provide a report about your project.

Your report should reflect the activities completed throughout the project, providing evidence against the assessment criteria. Reviewing the grading criteria will help you understand what evidence is required. Your HEI can help you understand what a typical report should include.

### Guidance on evidence

Your report must be 4000 words +/-10%, and can include photos, diagrams and tables where they add value and clarity. These will be included in the word count. No annexes or appendices are allowed. This report must be supplied electronically. Reports which are above 4,400 words will not be accepted.

The Independent End-point Assessor (IEPA) will not be familiar with you or the specifics of your work environment, so evidence must be clear and unambiguous – supporting context statements are recommended to support evidence that could be open to misinterpretation.

### Preparing the report for submission

When you have created your report, you must review it with your employer and HEI. The report must be presented as follows:

- In electronic format, with a header on each page containing your name, the date the evidence was produced and an evidence reference number



The content of the report must be referenced to the criteria it is being submitted against on the *Work Based Project Report Evidence Reference Matrix (City & Guilds Evidence Matrix)*

The completed *City & Guilds Evidence Matrix* must be submitted in Word format

The *City & Guilds Evidence Matrix* directs the IEPA to where they can find the evidence for the learning outcomes and assessment criteria, enabling them to review your evidence effectively, which is why the *City & Guilds Evidence Matrix* is important. You may choose how you reference your evidence (e.g. 1, 2, 3, 4, or A, B, C, D); typically the reference should include the document and the page, or time if it's recorded evidence.

Where necessary, confidentiality and data protection requirements must be adhered to e.g. permissions for use of video/images containing identifiable individuals (e.g. colleagues, clients), anonymisation of documentation, and permission when submitting sensitive information.

Your HEI will upload your report to the online EPA Pro portal at least two weeks ahead of the first date of EPA. Prior to the presentation and questioning, the IEPA will review your report against the Project Showcase EPA assessment criteria and grade criteria, found in Sections 7 and 8.

All evidence must be of your own work and, for any team work, must clarify and focus only on your contribution.

You'll need to include a signed *Declaration of Authenticity form* to confirm the work based project report, and portfolio is your own work.

## Presentation

You'll deliver a presentation to the IEPA about the work based project which demonstrates:

- What you set out to achieve, how you 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

Your presentation should be 20 minutes long. You should ensure that your presentation doesn't overrun, and it will be stopped if you run over 22 minutes.

It will be at a venue arranged with your employer and HEI.

You can decide how to make your presentation, and what presentation aides you want to use. Presentation skills will not be marked, however good presentation and interview skills will help you showcase your knowledge, skills and behaviours. Your employer and HEI can help you develop your presentation skills and decide what to include in your presentation.

You can include information which was not part of the work based project report.

You must bring photo identification to the presentation. The assessment cannot proceed without the ID process being completed to IEPA's satisfaction. The presentation and questioning will be recorded by the IEPA, and kept along with a copy of the report and presentation materials for quality assurance purposes. The EPAO's Privacy policy applies.



All evidence must be of your own work and, for any team work, must clarify and focus only on your contribution. You can have your own notes, work based project and report available during the presentation and questioning session.

Make sure that your HEI has arranged for any equipment you need to be available at the venue, and that it's compatible and in working order. Your employer and HEI will ensure that there is a quiet room free from distractions and interruptions.

There will be a 30 minute break between your presentation and the questioning session.

## Questioning

After the presentation, a 25-30 minute questioning session will take place with the IEPA to:

- Clarify any questions they have from their assessment of your work based project report and presentation
- Assess your behavioural and skills competences in more depth
- Confirm and validate judgements about the quality of your work
- Explore aspects of the work, including how it was carried out, in more detail

The questions will not be shared prior to the questioning session.

You can include information which was not part of the work based project report or presentation.

## Grading

The report, presentation and questioning will be assessed against the Project Showcase EPA's assessment criteria and grading criteria. A grade is awarded holistically for the report, presentation and interview. The grade will not be shared with you on the day of assessment.

## Assessment 701/751 Professional Discussion

### Assessment Specification

The Professional Discussion EPA includes an online virtual meeting between the apprentice and the IEPA. Apprentices must create a portfolio during the on-programme period, when studying for their master's degree, containing evidence demonstrating the knowledge, skills, and behaviours which will be assessed by the Professional Discussion EPA. The IEPA will prepare areas for discussion following their review of the apprentice's portfolio and based on the knowledge, skills, and behaviours assessment criteria for the Professional Discussion EPA.

The professional discussion will:

- Clarify any questions the IEPA 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 their knowledge, skills and behaviours

### Requirements:

- Apprentice must receive appropriate notice of their professional discussion time - a minimum of 7 days' notice must be given
- IEPAs must structure a series of topic areas for discussion based on the areas of the standard to be tested as set out in Section 7
- The professional discussion must last for 50–60 minutes
- The professional discussion will take place remotely using an online virtual meeting platform.
- The apprentice must join the online virtual meeting in a suitably controlled environment i.e. quiet space, free from distraction. This may be at employers or HEI's premises or other suitable venues. This is organised by the HEI in agreement with the EPA team and IEPA
- The professional discussion must be recorded by the IEPA (using audio or video recording), and kept for quality assurance purposes

The Professional Discussion EPA would usually be arranged for the same day as the Project Showcase Presentation and Questioning.

### Instructions for Customers

#### Portfolio

The apprentice's portfolio will comprise 10-15 discrete pieces of work that cover the required knowledge, skills, and behaviours. The portfolio must have a minimum of one piece of evidence that demonstrates each of the knowledge, skills and behaviours. A piece of evidence should ideally cover multiple knowledge, skills and behaviours.

It will be a range of materials and documents generated over the period of the apprenticeship which demonstrate application of leadership and management concepts, as well as their achievements and capabilities.

The portfolio will be produced by the apprentice having first learned, and then applied, the relevant skills/competencies and behaviours. It will show their very best work, enabling them to showcase how they have applied their knowledge and understanding in a real work environment to achieve real work objectives. It will show how they have demonstrated the behaviours against the Standards, especially around communication and team work, as well as areas where they have exceeded the requirements of the role.

The employer and HEI will advise the apprentice in the completion of their portfolio, the selection of the best evidence, and ensuring that the portfolio covers the totality of the knowledge, skills and behaviours assessed by the professional discussion. For apprentices operating at this level it is reasonable to expect them to take a high level of ownership of their portfolio so the employer and HEI must make them aware of their responsibility. The portfolio will not be used as evidence towards the grading decision.

### Types of evidence

One piece of evidence might be, for example, an extract of a strategic plan, with relevant supporting information such as a witness statement. The evidence must be fit for purpose and focus on the assessment criteria.

A project may be made up of multiple documents, so the apprentice must only include those which **best** meet the criteria, and these could be included as one collective piece of evidence.

Apprentices should ensure that all evidence presented meets the relevant assessment and grading criteria. The *Portfolio Evidence Reference Matrix (City & Guilds Evidence Matrix)* will help the apprentice choose which evidence most efficiently demonstrates their knowledge, skills and behaviours, and ensures evidence is provided against all the assessment criteria.

The evidence should be produced in electronic format or scanned/ photographed to give a clear electronic representation as it must be submitted electronically for EPA.

The *Portfolio Evidence Reference Matrix (City & Guilds Evidence Matrix)* includes typical types of evidence which could be provided.

Types of evidence could be:

- Work products e.g. Electronic documents such as minutes from meetings, feedback on performance, appraisals etc

- Reflective journal – an account from the apprentice providing evidence of their thinking e.g. their considerations of processes used; reasons for decisions made; evaluations and suggested improvements to future practice.

- Witness testimony – evidence from a reliable, authentic witness giving their account of what the apprentice has done in their job role. The witness can range from a manager to a customer. Statements should be dated and signed by the witness

- 360 degree feedback from managers and peers

- Project plans and documentation

- Reports

- Minutes of meetings

- Demonstrations

- Presentations

- Academic assignments

- Research projects

Video or audio evidence – it is helpful if the IEPA can easily identify the key pertinent points within the recording:

where an outcome is being met - this could be identified in the City & Guilds evidence matrix e.g. evidence for AC 2.1 can be found from 12-15 minutes within the recording which individual is the apprentice - an introduction at the beginning of each recording identifying who's involved and the date of the recording. This could be further supported with an annotated or written summary

All evidence must be of the apprentice's own work and, for any team work, must clarify and focus only on their contribution.

The IEPA will not be familiar with the apprentice or the specifics of their work environment, so evidence must be clear and unambiguous – an initial profile page and supporting context statements are recommended to support evidence that could be open to misinterpretation.

### Selecting evidence

To assemble their portfolio, the apprentice with the support of their employer and HEI, should consider all the evidence they have available that shows they have met the Standards.

Evidence collected towards the end of their apprenticeship, as they become more independent in their work, is likely to provide the most holistic evidence – i.e. covering a number of criteria at once. From this, they should select evidence that most efficiently meets all the relevant criteria, and which demonstrates their best performance.

In selecting evidence for the portfolio, the apprentice should review the *City & Guilds Evidence Matrix* to identify the evidence that can be generated from their learning and practice whilst on the apprenticeship.

Where the knowledge, skills and behaviours are not naturally occurring, the employer could expose the apprentice to projects, meetings or workplace shadowing to generate evidence. Case study/scenario assessments are allowed in exceptional circumstances, and should be used sparingly. A discussion with the employer should always be the first step taken to explore ways of creating a project/activity around areas not ordinarily covered by the role in the work place as opposed to completing a case study/simulation.

Overlap may occur as we would expect to see evidence, supported by other evidence (e.g. Professional Discussion) to provide context and detail of the learner's role in creating it. These pieces of evidence should cover and be presented against multiple assessment criteria following a holistic approach to assessment. We would not expect to see multiple pieces of evidence demonstrating the same skill presented against a single criterion.

All evidence must be the apprentice's own work and must clarify and focus only on their contribution, especially when relating to team work/ a project they have contributed to.

There are two questions that an apprentice should consider when selecting work to form their portfolio:

1. Which pieces **holistically** (most efficiently) give evidence that together cover multiple criteria?
2. Is this the **best** evidence I have, showing that I have met all of the requirements?

## Confirming the evidence selection

When the apprentice has selected the evidence, this must be reviewed by the employer and HEI to ensure that:

- All the relevant criteria have been met in relation to the Standards
- It has been generated during the apprenticeship
- There is no unnecessary duplication of evidence against the same criteria
- The work selected represents the best evidence available
- The clarity of any images or scanned evidence is sufficient to determine the quality of the original evidence
- The role and contribution of the apprentice is clear when evidence is from project or team work
- Authenticity of evidence has been established

## Preparing evidence for submission

The HEI will submit the apprentice's electronic portfolio, either directly to the EPA Pro portal or by providing access to their own e-portfolio system via the EPA Pro portal, at least two weeks before the Professional Discussion EPA, along with the mandatory *Portfolio Evidence Reference Matrix (City & Guilds Evidence Matrix)*.

The completed *City & Guilds Evidence Matrix* directs the IEPA to where in the portfolio they can find the apprentice's evidence for the criteria, enabling the IEPA to review the evidence effectively as they prepare for the professional discussion.

Apprentices may choose how they reference their evidence (e.g. 1, 2, 3, 4, or A, B, C, D); typically the reference should include the document and the page, or time if it's recorded evidence, where the relevant evidence for that criteria can be found. It is not expected that unique evidence will be presented for each criteria. An apprentice working at this level should be able to provide pieces of evidence which cover a range of criteria, which is why the *City & Guilds Evidence Matrix* is important.

Evidence must be presented as follows:

- In electronic format, with a header on each page containing the name of the apprentice, and the date the evidence was produced and an evidence reference number
- Each piece of evidence must be referenced to the criteria it is being submitted against on the *City & Guilds Evidence Matrix*
- The *City & Guilds Evidence Matrix* must be uploaded in Word format
- A completed and signed *Declaration of Authenticity* must be provided if one hasn't already been supplied

Once submitted, the portfolio will be reviewed by the IEPA in preparation for the professional discussion.

Where necessary, confidentiality and data protection requirements must be adhered to e.g. permissions for use of video/images containing identifiable individuals (e.g. colleagues, clients), anonymisation of documentation, and permission when submitting sensitive information.

## Submitting an e-portfolio

Any suitable e-portfolio may be used, for example Pebble Pad, OneFile and Maytas. Where an e-portfolio is used the HEI must ensure the following additional requirements are met:

- Secure access to the e-portfolio is provided to allow the IEPA/LIEPA to review the content between Gateway and the conclusion of the EPA for each apprentice.
- Information about the e-portfolio system is uploaded to the EPA Pro portal, including:
  - details of how the IEPA/LIEPA will access the e-portfolio
  - guidance and support is provided to ensure the IEPA/LIEPA can effectively access all required content in the chosen e-portfolio platform, including how prompt support will be provided during the assessment, if required.
- Evidence to be submitted via an e-portfolio is carefully checked and confirmed as relevant to the Knowledge, Skills and Behaviours, as set out in and referenced to the City & Guilds Evidence Matrix. The completed City & Guilds Evidence Matrix must be uploaded to the EPA Pro portal whenever an e-portfolio is used.
- Each e-portfolio must be locked to prevent any changes to content once the access details have been submitted to the EPA Pro portal.
- On request, access to e-portfolio content must be provided for a period of three years following the assessment date should any review, appeal, malpractice investigation or other monitoring activity be necessary.

## Portfolio checklist

A portfolio checklist has been created to help the HEI and apprentice ensure that all relevant information is accounted for:

Portfolio checklist		Tick when confirmed
1.	Is all evidence named, dated and given a reference number on the City & Guilds Evidence Matrix?	
2.	Is all evidence valid, authentic, current and sufficient (VACS)?	
3.	Does evidence clearly show it is the apprentice's individual work (and if involved in team work is it clear the specific contribution the apprentice made)?	
4.	Does the evidence clearly demonstrate their relevant knowledge?	
5.	Does it showcase the apprentice's best pieces of work?	

6.	Is the majority of the evidence holistic in its nature, and hasn't been unnecessarily duplicated?	
7.	Is there sufficient evidence to cover the relevant criteria?	
8.	Are any witness testimonies or employer references tailored to the apprentice?	
9.	Has any sensitive information been anonymised?	
10.	Have all external sources of information being appropriately documented and referenced to the original source, showing clear understanding of how they relate to the criteria?	
11.	The HEI and employer have ensured that the apprentice's portfolio includes sufficient evidence for all the criteria	

## Professional Discussion

The professional discussion will be structured around the portfolio of evidence. The IEPA will ask the apprentice to explain how they have met the relevant assessment criteria, and will use the grading criteria to decide the grade they will achieve for the Professional Discussion EPA.

The apprentice should be prepared to talk concisely about their evidence because the professional discussion is limited to 50-60 minutes, and they are required to provide evidence for all of the assessment criteria during the discussion. This means that the apprentice has on average 4-6 minutes to discuss each piece of evidence with the IEPA.

Example questions:

- Tell me about how you engaged with your team during creation of the strategy plan?
- Can you discuss the challenges and successes driving innovation and change in your role?

The apprentice may include information which was not part of the portfolio.

### Preparing the apprentice

The employer and HEI should prepare the apprentice for the discussion by:

Ensuring they are aware of the requirements of the EPA

The professional discussion will be conducted face-to-face with the IEPA, or in exceptional circumstances via live media, for example where the apprentice is working abroad or based on a restricted site

Apprentice must receive appropriate notice of their professional discussion time - a minimum of 7 days' notice must be given by the HEI

The discussion will be recorded by the IEPA, and kept along with a copy of the portfolio for quality assurance purposes. The EPAO's Privacy policy applies

Supporting the development of their professional discussion skills, for example running a practice discussion session with the apprentice

Instructing them to bring photo ID. The assessment cannot proceed without the ID process being completed to the IEPA's satisfaction

The employer and HEI must ensure that they have provided a quiet room, free from distractions and interruptions for the presentation and questioning, ensuring that appropriate signposting and other arrangements are in place that will maintain a suitable environment throughout the duration of the assessment activity. This may be at employers or HEI's premises or other suitable venues. This is organised by the HEI in agreement with the EPA team and IEPA.

Before the professional discussion, the IEPA will:

Check the identity of the apprentice by asking them to show photo ID. The assessment cannot proceed without the ID process being completed to IEPA satisfaction

Introduce themselves and explain their role in the process

Summarise the purpose and structure of the professional discussion

Explain that the discussion will last 50-60 minutes

Emphasise that the confidentiality of their discussion will be maintained

Ask the apprentice if they have any questions before beginning the assessment

The discussion will be for 50–60 minutes to allow time for:

The apprentice to be put at ease and confirm they are ready for the questioning

Identity checks to be made

The apprentice to have the opportunity to fully participate in the discussion

The apprentice can have their own notes and portfolio available during the discussion.

## Grading

The IEPA will grade the EPA using the Professional Discussion EPA assessment criteria and grading criteria. The portfolio will not contribute to the grade. The grade will not be shared with the employer, HEI, or apprentice on the day of assessment.

## Re-sits/Re-takes

If the apprentice fails the EPA they will receive feedback from the IEPA to explain where the standards have not been met. A reservation request (re-sit) must be booked. The apprentice can submit additional evidence, and they will take part in another professional discussion. A new *City & Guilds Evidence Matrix* must be supplied with this additional evidence, signposting the IEPA to the new evidence.

A new *Declaration of Authenticity* must be completed and submitted.



## Instructions for IEPAs

### Preparing for the discussion

The IEPA must review the portfolio in preparation for the professional discussion. IEPAs should use the *Portfolio Evidence Reference Matrix* completed by the apprentice to aid their review of the portfolio but may use their judgement if they feel the referencing is incorrect and does not reflect all of the apprentice's evidence.

The IEPA will lead the discussion, asking the apprentice to explain how they have met the relevant assessment criteria, and will use the grading criteria to decide the grade they will achieve for the Professional Discussion EPA.

The IEPA will need to formulate discussion points depending on the evidence provided in the portfolio.

The discussion points MUST focus on a specific grading criteria outline:

- For example, if the apprentice is in the Pass criteria but there are gaps, the IEPA could, for example, ask 'tell me more about the options you considered for business modelling?'
- If the apprentice has met all pass criteria the IEPA will lead the discussion around the Merit criteria, for example 'tell me more about the theories and techniques, you have applied.'
- If the apprentice has met all the Pass and ALL the Merit criteria, the IEPA would lead the discussion around the Distinction criteria, for example 'tell me about the criteria you used to evaluate the validity of results.'

As a minimum one question should be asked for each topic area to be assessed by this assessment method i.e. Strategy, Innovation and Change etc. There are 13 topics in all.

No question bank is provided. A note of all planned discussion points should be made on the *Recording form*.

### Assessment environment

IEPAs are responsible for checking that any assessment takes place in appropriate surroundings. The IEPA may need to liaise with the employer/HEI's representatives to ensure that the assessment environment is maintained.

### Introducing the assessment

It is important that the IEPA ensures that actions are taken to help put the apprentice at ease at the beginning of the EPA. This is to enable an accurate assessment of the apprentice's knowledge, skills and behaviours by minimising the extent to which their performance may be hindered by anxiety.

If they haven't already done so on the day, the IEPA must:

Check the identity of the apprentice by asking them to show photo ID. The assessment cannot proceed without the ID process being completed to the IEPA's satisfaction

Introduce themselves and the panel, and explain their role in the process  
Summarise the purpose and structure of the presentation and Q&A  
Explain that the discussion will last no longer than 50-60 minutes  
Emphasise that the confidentiality of their discussion will be maintained  
Ask the apprentice if they have any questions before beginning the assessment, and deal with the questions appropriately

To further ease the apprentice into the assessment, it is also recommended that the IEPA asks the apprentice questions about the organisation they work for and their own role of work within their employer organisation e.g.:

Please explain the type and nature of the organisation that you work in and the sector/s your organisation operates in?  
What is your job role within your organisation?

The professional discussion must be recorded (video or audio) by the IEPA, and kept along with a copy of the portfolio for quality assurance purposes. The EPAO's Privacy policy applies.

### **Prompting during the questioning**

The questioning should feel as natural as possible, utilising open questions to allow the apprentice to dominate the conversation. The use of prompting questions should be kept to a minimum and only used when they will either:

Bring the questioning back on track to achieve a pass when the apprentice is deviating from the required subject. This can be done by asking the question again or rewording the question  
Allow the apprentice to demonstrate deeper evidence

It is expected that the apprentice will do most of the talking, with the IEPA structuring the conversation so that all evidence is discussed.

## **Grading**

The IEPA will use the *Professional Discussion Recording Form (Recording form)* to record their comments against the Professional Discussion EPA assessment criteria and grading criteria. The form must also be used to note any additional topics covered and questions asked.

The IEPA must use the *L7 SLMDA Calculator (calculator)* to record the grade awarded for each knowledge, skill and behaviour. The grade will not be shared with the employer, HEI, or apprentice on the day of assessment.

The *calculator* will help you calculate the grade for the Professional Discussion EPA.

EPA Pro portal - The IEPA will enter a 'fail,' 'pass,' 'merit,' or 'distinction' grade on the EPA Pro portal. The *Recording form, calculator, and a copy of the audio/video recording* must be submitted to the EPA Pro portal when the results are entered.

## Re-sits/ Re-takes

If the apprentice fails the EPA, a reservation request must be booked. A new Professional Discussion EPA meeting will be arranged. The IEPA will only review the new evidence, and use the grade from the previous EPA for the rest of the assessment criteria.

A new *City & Guilds Evidence Matrix and Declaration of Authenticity* is completed by the apprentice with any additional evidence.

## The Overall Mark and Final Grade

The IEPA must complete the *End-point Assessment Recording form* with the grade for each EPA and the overall grade for the apprenticeship. The *Recording form* must be submitted to the EPA Pro portal, and the overall grade entered onto the EPA Pro portal.

## Instructions for Apprentices

This EPA will take 50-60 minutes. The assessment cannot proceed without the ID process being completed to IEPA's satisfaction, so you must bring photo ID with you.

## Portfolio

You will have compiled a portfolio during your apprenticeship, including a range of materials and documents which demonstrate the knowledge, skills and behaviours that you have acquired. Your portfolio will be reviewed by the Independent End-point Assessor (IEPA) in preparation for the professional discussion. The portfolio will not be used as evidence towards the grading decision.

Your employer and HEI can advise you about creating your portfolio and selection of the best evidence to demonstrate that you have met the relevant assessment criteria and grading criteria, but a few things to consider:

- Your portfolio must contain 10-15 pieces; no more or less

- Reviewing the grading criteria will help you understand what evidence you could provide

- You should take a high level of ownership of your portfolio; it's your opportunity to show your abilities

- Each knowledge, skill and behaviour of the standard must have at least one piece of evidence presented against it

- Overlap may occur as we would expect to see product evidence, supported by other evidence (e.g. Professional Discussion) to provide context and detail of your role in creating it. These pieces of evidence should cover and be presented against multiple assessment criteria following a holistic approach to assessment. We would not expect to see multiple pieces of evidence demonstrating the same skill presented against a single criterion

Evidence collected towards the end of your apprenticeship, after learning has taken place and you become more independent in your work, is likely to provide the most holistic evidence – i.e covering a number of criteria at once

The portfolio will show how you have demonstrated the behaviours, especially around contact with others, team work and areas where you have exceeded the requirements of the role. This can be in the form of manager's report, emails, customer comments, peer review etc.

All evidence must be of your own work and, for any team work, must clarify and focus only on your contribution.

The Independent End-point Assessor (IEPA) will not be familiar with you or the specifics of your work environment, so evidence must be clear and unambiguous – an initial profile page and supporting context statements are recommended to support evidence that could be open to misinterpretation.

### **Preparing the portfolio for submission**

When you have selected the evidence to form your portfolio, you must review it with your employer and HEI. Evidence must be presented as follows:

In electronic format, with a header on each page containing your name, the date the evidence was produced and an evidence reference number

Each piece of evidence must be referenced to the criteria it is being submitted against on the *Portfolio Evidence Reference Matrix (City & Guilds Evidence Matrix)*

The completed *City & Guilds Evidence Matrix* must be submitted in Word format

The *City & Guilds Evidence Matrix* directs the IEPA to where they can find the evidence for the learning outcomes and assessment criteria, enabling them to review your evidence effectively, which is why the *City & Guilds Evidence Matrix* is important. You may choose how you reference your evidence (e.g. 1, 2, 3, 4, or A, B, C, D); typically the reference should include the document and the page, or time if it's recorded evidence.

Where necessary, confidentiality and data protection requirements must be adhered to e.g. permissions for use of video/images containing identifiable individuals (e.g. colleagues, clients), anonymisation of documentation, and permission when submitting sensitive information.

Your HEI will submit your portfolio electronically, either by uploading to the EPA Pro portal or by providing access to your e-portfolio via the EPA Pro portal. Prior to the professional discussion, the IEPA will review your portfolio against the Professional Discussion assessment criteria and grade criteria, found in Sections 7 and 8.

All evidence must be of your own work and, for any team work, must clarify and focus only on your contribution.

### **Professional Discussion**

The professional discussion will be structured around your portfolio of evidence. The IEPA will ask you to explain how you have met the relevant assessment criteria, and will use the grading criteria to decide the grade you will achieve for the Professional Discussion EPA.

You should be prepared to talk concisely about your experience because the professional discussion is limited to 50-60 minutes, and you are required to provide evidence for all of the criteria during the discussion. This means that you'll have an average of 4-6 minutes to discuss each piece of evidence with the IEPA, so you need to be prepared to be concise and focus on the criteria which you are meeting.

You'll have a minimum of 7 days' notice of the professional discussion with the IEPA. It must be face-to-face at a venue arranged with your employer and HEI, or in exceptional circumstances can be via live media for example, where you are working abroad or based on a restricted site.

You must bring photo identification to the professional discussion. The assessment cannot proceed without the ID process being completed to IEPA's satisfaction. The discussion will be recorded by the IEPA, and kept along with a copy of the portfolio for quality assurance purposes. The EPAO's Privacy policy applies

You can have your own notes and portfolio available during the professional discussion.

## Grading

The IEPA will grade the EPA using the Professional Discussion EPA assessment criteria and grading criteria. The portfolio will not contribute to the grade. The grade will not be shared with the employer, HEI, or apprentice on the day of the assessment.

## Section 7: Assessment Criteria

The following assessment criteria will be used to assess the components described above. These are based on the requirements of the Standard.

Topic	Assessment Criteria	Assessment Method
Organisational performance - delivering a long-term purpose		
<b>1. Strategy</b>	<b>Knowledge</b>	
	K1.1 Knows how to shape organisational vision, culture and values.	Professional Discussion
	K1.2 Understands organisational structures; business modelling; diversity; global perspectives; governance and accountability; the external environment, social, technological and policy implications.	Professional Discussion
	K1.3 Understands new market strategies, changing customer demands and trend analysis.	Professional Discussion
	<b>Skills</b>	
	S1.4 Use of horizon scanning and conceptualisation to deliver high performance strategies focusing on growth/sustainable outcomes.	Professional Discussion
S1.5 Sets a clear agenda and gains support from key stakeholders.	Project Showcase	
S1.6 Able to undertake research, and critically analyse and integrate complex information.	Project Showcase	
<b>2. Innovation and Change</b>	<b>Knowledge</b>	
	K2.1 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
	K2.2 Knowledge of systems thinking, knowledge/data management, and programme management.	Project Showcase
	<b>Skills</b>	

Topic	Assessment Criteria	Assessment Method
	S2.3 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
	S2.4 Able to manage conflict. Manages partnerships, people and resources effectively, and measures outcomes.	Project Showcase
	S2.5 Acts where needed as a Sponsor, championing projects and transformation of services across organisational boundaries.	Project Showcase
<b>3. Enterprise and Risk</b>	<b>Knowledge</b>	
	K3.1 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
	K3.2 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
	<b>Skills</b>	
	S3.3 Able to challenge strategies and operations in terms of ethics, responsibility, sustainability, resource allocation and business continuity/risk management.	Professional Discussion
	S3.4 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
<b>4. Finance</b>	<b>Knowledge</b>	
	K4.1 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

Topic	Assessment Criteria	Assessment Method
	K4.2 Understands financial governance and legal requirements, and procurement strategies.	Professional Discussion
	<b>Skills</b>	
	S4.3 Oversees financial strategies/management, results and setting organisational budgets, and challenges financial assumptions underpinning strategies.	Project Showcase
	S4.4 Is accountable for decisions based on relevant information e.g. Key Performance Indicators/scorecard.	Project Showcase
	S4.5 Uses financial data to allocate resources.	Project Showcase
	S4.6 Oversees procurement, supply chain management and contracts.	Professional Discussion

### Interpersonal excellence – leading people and developing collaborative relationships

<b>5. Leading and Developing People</b>	<b>Knowledge</b>	
	K5.1 Knowledge of organisational/team dynamics and how to build engagement and develop high performance, agile and collaborative cultures.	Professional Discussion
	K5.2 Understands approaches to strategic workforce planning including talent management, learning organisations, workforce design, succession planning, diversity and inclusion.	Professional Discussion
	<b>Skills</b>	
	S5.3 Enables open and high performance working, and sets goals and accountabilities for teams and individuals.	Project Showcase
	S5.4 Leads and influences people, building constructive working relationships across teams, using matrix management where required	Project Showcase
S5.5 Ensures workforce skills are utilised, balancing people and technical skills and encouraging continual development.	Project Showcase	
	<b>Knowledge</b>	



Topic	Assessment Criteria	Assessment Method
<b>6. Developing Collaborative Relationships</b>	K6.1 Understands large scale and inter-organisational influencing and negotiation strategies.	Project Showcase
	K6.2 Knowledge of the external political environment and use of diplomacy with diverse groups of internal and external stakeholders.	Professional Discussion
	K6.3 Understands working with board and company structures.	Professional Discussion
	K6.4 Knowledge of brand and reputation management.	Professional Discussion
<b>7. Engaging Employees</b>	<b>Skills</b>	
	S7.1 Uses personal presence and 'storytelling' to articulate and translate vision into operational strategies, demonstrating clarity in thinking and using inspirational communication.	Professional Discussion
	S7.2 Creates an inclusive culture, encouraging diversity and difference.	Professional Discussion
	S7.3 Gives and receives feedback at all levels, building confidence and developing trust, and enables people to take risks.	Professional Discussion
<b>8. Building Collaborative Relationships</b>	<b>Skills</b>	
	S8.1 Manages complex relationships across multiple and diverse stakeholders.	Professional Discussion
	S8.2 Builds trust and rapport, with ability to positively challenge.	Professional Discussion
	S8.3 Leads beyond area of control/authority, and able to influence, negotiate and use advocacy skills to build reputation and effective collaborations.	Professional Discussion
<b>Personal and interpersonal effectiveness</b>		
<b>9. Leads by Example</b>	<b>Behaviours</b>	
	B9.1 Has high levels of self-awareness, emotional and social intelligence, empathy and compassion, and able to identify mental well-being in others.	Professional Discussion

Topic	Assessment Criteria	Assessment Method
	B9.2 Works collaboratively enabling empowerment and delegation. Acts with humility and authenticity, is credible, confident and resilient.	Professional Discussion
<b>10. Judgement and Challenge</b>	B10.1 Takes personal accountability aligned to clear values. Instils confidence demonstrating honesty, integrity, openness, and trust.	Professional Discussion
	B10.2 Demonstrates flexibility and willingness to challenge when making decisions and solving problems.	Project Showcase
<b>11. Courage and Curiosity</b>	B11.1 Is confident and brave, willing to innovate, seeks new ideas and looks for contingencies.	Professional Discussion
	B11.2 Manages complexity and ambiguity, comfortable in uncertainty, pragmatic.	Project Showcase
<b>12. Valuing Difference</b>	B12.1 Engaging with all – is ethical and demonstrates inclusivity, recognising diversity, championing, enabling cultural inclusion.	Professional Discussion
	B12.2 Actively seeks to coach and mentor.	Professional Discussion
<b>13. Professional</b>	B13.1 Reflects on own performance, demonstrates professional standards in relation to behaviour and ongoing development.	Professional Discussion
	B13.2 Advocates the use of good practice within and outside the organisation.	Project Showcase

## Section 8: Grading Criteria

The table below provides guidance on the evidence required to achieve Pass, Merit, and Distinction grades.

### Project Showcase

Knowledge and Skills	What is required	Fail	Pass	Merit (in addition to Pass criteria)	Distinction (in addition to Merit criteria)
<b>Strategy Skills</b>	<p>The Apprentice can: Set a clear agenda and gains support from key stakeholders.</p> <p>The Apprentice is: Able to undertake research, and critically analyse and integrate complex information.</p>	No evidence	<p><b>The Apprentice can show:</b></p> <p>The use of horizon scanning techniques, investigate opportunities to develop a business proposal.</p> <p>The justification of a strategy with targets for growth and sustainable outcomes.</p> <p>Communication of an agenda and gain and retain support from key stakeholders</p> <p>Demonstration of the use of research techniques to generate data and information of strategic value</p> <p>The critical analysis and integration of complex information to support the</p>	<p>Pass criteria plus:</p> <p>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>Merit criteria plus:</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> <p>Innovation and creative thought throughout</p> <p>Receptiveness to new ideas is evident</p> <p>Effective thinking has taken place in unfamiliar contexts.</p>

Knowledge and Skills	What is required	Fail	Pass	Merit (in addition to Pass criteria)	Distinction (in addition to Merit criteria)
			development of organisational strategy		
<b>Innovation and Change Knowledge</b>	<p><b>The Apprentice has:</b></p> <p>Knowledge of systems thinking, knowledge/data management, and programme management.</p>	No evidence	<p><b>The Apprentice can show:</b></p> <p>The critical evaluation of approaches to innovation</p> <p>Investigation and assessment of the value of own organisation's innovation practices</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><b>Pass criteria plus:</b></p> <p>A range of methods of presentation have been used and technical 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>Merit criteria plus:</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>

<b>Knowledge and Skills</b>	<b>What is required</b>	<b>Fail</b>	<b>Pass</b>	<b>Merit (in addition to Pass criteria)</b>	<b>Distinction (in addition to Merit criteria)</b>
			<p>The critical evaluation of approaches to systems thinking, knowledge/data management and programme management</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>Activities have been managed</p> <p>The unforeseen has been accommodated</p> <p>The importance of interdependence has been recognised and incorporated</p>
<b>Innovation and Change Skills</b>	<p><b>The Apprentice is:</b></p> <p>Able to manage conflict. Manages partnerships, people and resources effectively, and measures outcomes.</p> <p><b>The Apprentice:</b></p>	No evidence	<p><b>The Apprentice can:</b></p> <p>Present a case for change in own organisation</p> <p>Project-manage change in own organisation</p>	<p><b>Pass criteria plus:</b></p> <p>The appropriate structure and approach has been used</p> <p>Coherent, logical development of</p>	<p><b>Merit criteria plus:</b></p> <p>Autonomy/independence has been demonstrated</p> <p>Ideas have been generated and decisions taken</p>

Knowledge and Skills	What is required	Fail	Pass	Merit (in addition to Pass criteria)	Distinction (in addition to Merit criteria)
	Acts where needed as a Sponsor, championing projects and transformation of services across organisational boundaries.		<p>Develop an environment to support a culture innovation and creativity</p> <p>Assess the value of ideas and change initiatives in own organisation</p> <p>Report on the impact of continuous improvement initiatives in own organisation</p> <p>Manage conflict at a strategic level</p> <p>Appraise how outcomes are measured in the management of partnerships, people and resources in own organisation</p> <p>Demonstrate own role as Sponsor, championing projects and transformation of services across organisational boundaries</p>	<p>principles/concepts for the intended audience</p> <p>A range of methods of presentation have been used and technical language has been accurately used</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>Convergent and lateral thinking has been applied</p> <p>Problems have been solved</p> <p>Innovation and creative thought throughout</p> <p>Receptiveness to new ideas is evident</p> <p>Effective thinking has taken place in unfamiliar contexts.</p>
<b>Enterprise and Risk Knowledge</b>	<b>The Apprentice:</b> Understands competitive strategies and entrepreneurialism, approaches to effective	No Evidence	<b>The Apprentice can:</b> Analyse ethical and values based approaches to leadership	<b>Pass criteria plus:</b> A range of methods of presentation have been used and technical	<b>Merit criteria plus:</b> Conclusions have been arrived at through

Knowledge and Skills	What is required	Fail	Pass	Merit (in addition to Pass criteria)	Distinction (in addition to Merit criteria)
	<p>decision making, and the use of big data and insight to implement and manage change.</p>		<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>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>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>

Knowledge and Skills	What is required	Fail	Pass	Merit (in addition to Pass criteria)	Distinction (in addition to Merit criteria)
<b>Finance Skills</b>	<p><b>The Apprentice:</b></p> <p>Oversees financial strategies/management, results and setting organisational budgets, and challenges financial assumptions underpinning strategies.</p> <p>Is accountable for decisions based on relevant information e.g. Key Performance Indicators/scorecard.</p> <p>Uses financial data to allocate resources.</p>	<p>No Evidence</p>	<p><b>The Apprentice can:</b></p> <p>Demonstrate oversight of own organisation's financial strategies and oversee the development and setting of organisational budgets</p> <p>Critically evaluate financial assumptions that underpin strategies within own organisation</p> <p>Demonstrate accountability for decisions based on relevant information e.g. Key Performance Indicators/scorecard</p> <p>Demonstrate the use of financial data to allocate</p>	<p><b>Pass criteria plus:</b></p> <p>A range of methods of presentation have been used and technical language has been accurately used</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>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>



Knowledge and Skills	What is required	Fail	Pass	Merit (in addition to Pass criteria)	Distinction (in addition to Merit criteria)
			<p>resources within own organisation</p> <p>Demonstrate oversight of own organisation's procurement and supply chain management and contracts</p>	<p>The communication is appropriate for familiar and unfamiliar audiences and appropriate media have been used.</p>	<p>Substantial activities, projects or investigations have been planned, managed and organised</p> <p>The unforeseen has been accommodated</p>
<p><b>Developing Collaborative Relationships Knowledge</b></p>	<p><b>The Apprentice:</b> Understands large scale and inter-organisational influencing and negotiation strategies.</p>	<p>No Evidence</p>	<p><b>The Apprentice can:</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>Demonstrate the ability to influence, negotiate and use advocacy skills to build reputation of own organisation and establish effective collaborations</p>	<p><b>Pass criteria plus:</b></p> <p>A range of methods of presentation have been used and technical 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>Merit criteria plus:</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>

Knowledge and Skills	What is required	Fail	Pass	Merit (in addition to Pass criteria)	Distinction (in addition to Merit criteria)
				<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>Substantial activities, projects or investigations have been planned, managed and organised</p> <p>The unforeseen has been accommodated</p>
<b>Leading and Developing People Skills</b>	<p><b>The Apprentice:</b></p> <p>Enables an open and high performance working, and sets goals</p>	No Evidence	<b>The Apprentice can:</b>	<p><b>Pass criteria plus:</b></p> <p>A range of methods of presentation have been used and technical</p>	<p>Merit criteria plus:</p> <p>Conclusions have been arrived at through</p>

Knowledge and Skills	What is required	Fail	Pass	Merit (in addition to Pass criteria)	Distinction (in addition to Merit criteria)
	<p>and accountabilities for teams and individuals.</p> <p>Leads and influences people, building constructive working relationships across teams, using matrix management where required.</p> <p>Ensures workforce skills are utilised, balancing people and technical skills and encouraging continual development.</p>		<p>Appraise own contribution to open and high performance working</p> <p>Demonstrate setting of goals and accountabilities for teams and individuals</p> <p>Critically assess own leadership and influencing skills, making reference to appropriate models and theories</p> <p>Demonstrate using leadership skills to build constructive working relationships across teams</p> <p>Assess own use of matrix management techniques when leading and developing people</p> <p>Demonstrate utilisation of workforce skills in order to achieve organisational objectives</p> <p>Justify own workforce planning approach within own organisation showing how it</p>	<p>language has been accurately used</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>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>

Knowledge and Skills	What is required	Fail	Pass	Merit (in addition to Pass criteria)	Distinction (in addition to Merit criteria)
			<p>balances people and technical skills</p> <p>Support people through the encouragement of continual development</p>		

Behaviours	Fail	Pass	Merit (in addition to Pass criteria)	Distinction (in addition to Merit criteria)
<b>Judgement and Challenge</b>	No Evidence	<p><b>The Apprentice:</b></p> <p>Demonstrates flexibility and willingness to challenge when making decisions and solving problems</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>

Behaviours	Fail	Pass	Merit (in addition to Pass criteria)	Distinction (in addition to Merit criteria)
<b>Courage and Curiosity</b>	No Evidence	<p><b>The Apprentice:</b></p> <p>Manages complexity and ambiguity, comfortable in uncertainty, pragmatic</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>Substantial activities, projects or investigations have been planned, managed and organised</p> <p>The unforeseen has been accommodated</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>

Behaviours	Fail	Pass	Merit (in addition to Pass criteria)	Distinction (in addition to Merit criteria)
<b>Professional</b>	No Evidence	<p><b>The Apprentice:</b></p> <p>Advocates the use of good practice within and outside the organisation</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>Merit criteria plus:</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>

## Professional Discussion

Knowledge and Skills	What is required	Fail	Pass	Merit (in addition to Pass criteria)	Distinction (in addition to Merit criteria)
<b>Strategy Knowledge</b>	<p>The Apprentice:</p> <p>Knows how to shape organisational vision, culture and values.</p> <p>Understands organisational structures; business modelling; diversity; global perspectives; governance and accountability; the external environment, social, technological and policy implications.</p> <p>Understands new market strategies, changing customer demands and trend analysis.</p>	No Evidence	<p><b>The Apprentice can talk about:</b></p> <p>The analysis of the factors which determine organisational vision, culture and values.</p> <p>The review of their own organisation's vision, culture and values.</p> <p>The evaluation of the impact of organisational structures on the achievement of organisational strategy.</p> <p>The investigation of options for business modelling to achieve organisational strategy.</p> <p>The analysis of the impact of diversity and inclusion on organisational strategy</p> <p>The analysis of the impact of global perspectives on organisational strategy</p> <p>The examination of legislative and regulatory requirements on</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>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><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>

Knowledge and Skills	What is required	Fail	Pass	Merit (in addition to Pass criteria)	Distinction (in addition to Merit criteria)
			<p>governance structure and the system for accountability in an organisation</p> <p>The critical evaluation of the factors in own organisation's external environment which influence strategic planning using appropriate tools and techniques</p> <p>The critical evaluation of social, technological and policy implications which influence strategic planning using appropriate tools and techniques</p> <p>The critical evaluation of approaches to developing new market strategies to meet changing customer demands and reflect market trends</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>The unforeseen has been accommodated</p> <p>The importance of interdependence has been recognised and incorporated</p>
<b>Strategy Skills</b>	<p><b>The Apprentice can demonstrate:</b></p> <p>Use of horizon scanning and conceptualisation to deliver high performance strategies</p>	No Evidence	<p><b>The Apprentice can talk about:</b></p> <p>The use of horizon scanning techniques, investigate</p>	<p><b>Pass criteria plus:</b></p> <p>Coherent, logical development of principles/concepts for the intended audience</p>	<p><b>Merit criteria plus:</b></p> <p>Autonomy/independence has been demonstrated</p>



Knowledge and Skills	What is required	Fail	Pass	Merit (in addition to Pass criteria)	Distinction (in addition to Merit criteria)
	focusing on growth/sustainable outcomes.		<p>opportunities to develop a business proposal.</p> <p>The justification of a strategy with targets for growth and sustainable outcomes.</p> <p>Communication of an agenda and gain and retain support from key stakeholders</p> <p>Demonstration of the use of research techniques to generate data and information of strategic value</p> <p>The critical analysis and integration of complex information to support the development of organisational strategy</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>Ideas have been generated and decisions taken</p> <p>Convergent and lateral thinking has been applied</p> <p>Problems have been solved</p> <p>Innovation and creative thought throughout</p> <p>Receptiveness to new ideas is evident</p> <p>Effective thinking has taken place in unfamiliar contexts.</p>

**Innovation and Change Knowledge**

**The Apprentice:**  
 Understands innovation; the impact of disruptive technologies (mechanisms that challenge traditional business methods and practices); drivers of

No Evidence

**The Apprentice can talk about:**  
 The critical evaluation of approaches to innovation  
 Investigation and assessment of the value of own organisation's innovation practices

**Pass criteria plus:**  
 Effective judgements have been made  
 Complex problems with more than one variable have been explored

**Merit criteria plus:**  
 Conclusions have been arrived at through synthesis of ideas and have been justified

Knowledge and Skills	What is required	Fail	Pass	Merit (in addition to Pass criteria)	Distinction (in addition to Merit criteria)
	<p>change and new ways of working across infrastructure, processes, people and culture and sustainability.</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>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 has been synthesised and processed</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>

Knowledge and Skills	What is required	Fail	Pass	Merit (in addition to Pass criteria)	Distinction (in addition to Merit criteria)
<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	<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.

Knowledge and Skills	What is required	Fail	Pass	Merit (in addition to Pass criteria)	Distinction (in addition to Merit criteria)
			Demonstrate own role as Sponsor, championing projects and transformation of services across organisational boundaries		
<b>Enterprise and 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  Evaluate techniques to manage risk, including environmental impact and cyber security	<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 techniques have been applied  A range of source information has been used  The selection of methods and techniques/sources has been justified	<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

Knowledge and Skills	What is required	Fail	Pass	Merit (in addition to Pass criteria)	Distinction (in addition to Merit criteria)
<b>Enterprise and 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.</p> <p>Application of principles relating to Corporate</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</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><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>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>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>have been planned, managed and organised</p> <p>The unforeseen has been accommodated</p>

Knowledge and Skills	What is required	Fail	Pass	Merit (in addition to Pass criteria)	Distinction (in addition to Merit criteria)
	Social Responsibility, Governance, Regulatory compliance. Drives a culture of resilience and supports development of new enterprise and opportunities.		<p>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>Evaluate own performance in driving a culture of resilience</p> <p>Assess own performance in supporting development of new enterprise and opportunities</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>Problems have been solved</p> <p>Innovation and creative thought throughout</p> <p>Receptiveness to new ideas is evident</p> <p>Effective thinking has taken place in unfamiliar contexts.</p>
<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.	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	<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	<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

Knowledge and Skills	What is required	Fail	Pass	Merit (in addition to Pass criteria)	Distinction (in addition to Merit criteria)
	<p>Understands financial governance and legal requirements, and procurement strategies.</p>		<p>Evaluate how financial and non-financial information is used to direct organisational strategy</p> <p>Critically evaluate financial governance and legal requirements and responsibilities in own organisation</p> <p>Critically evaluate the use of procurement strategies in relation to own organisation</p> <p>Assess the legal requirements with regard to procurement and contracting in relation to own organisation</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>

Knowledge and Skills	What is required	Fail	Pass	Merit (in addition to Pass criteria)	Distinction (in addition to Merit criteria)
<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



Knowledge and Skills	What is required	Fail	Pass	Merit (in addition to Pass criteria)	Distinction (in addition to Merit criteria)
<b>Leading and Developing People Knowledge</b>	<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>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><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>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><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>

Knowledge and Skills	What is required	Fail	Pass	Merit (in addition to Pass criteria)	Distinction (in addition to Merit criteria)
<b>Engaging Employees Skills</b>	<p><b>The Apprentice:</b></p> <p>Uses personal presence and “storytelling” to articulate and translate vision into operational strategies, demonstrating 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</p>	<p>No Evidence</p>	<p><b>The Apprentice can talk about:</b></p> <p>Demonstrate the use of personal presence and “storytelling” to articulate and translate vision into operational strategies</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><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>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>

Knowledge and Skills	What is required	Fail	Pass	Merit (in addition to Pass criteria)	Distinction (in addition to Merit criteria)
	enables people to take risks.		<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>Substantial activities, projects or investigations have been planned, managed and organised</p> <p>The unforeseen has been accommodated</p>
<p><b>Developing Collaborative Relationships Knowledge</b></p>	<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>	<p>No Evidence</p>	<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>Demonstrate the ability to influence, negotiate and use advocacy skills to build reputation of own organisation and establish effective collaborations</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>Relevant theories and techniques have been applied</p> <p>A range of methods and techniques have 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>Realistic improvements have been proposed against defined characteristics for success.</p> <p>Autonomy/independence has been demonstrated</p>

Knowledge and Skills	What is required	Fail	Pass	Merit (in addition to Pass criteria)	Distinction (in addition to Merit criteria)
<b>Building Collaborative Relationships Skills</b>	<b>The Apprentice:</b> Manages complex relationships across multiple and diverse stakeholders.	No Evidence	<b>The Apprentice can talk about:</b>  Demonstrate own ability to manage complex relationships across multiple and diverse stakeholders	<b>Pass criteria plus:</b>  The appropriate structure and approach has been used  Coherent, logical development of	<b>Merit criteria plus:</b>  Conclusions have been arrived at through synthesis of ideas and have been justified
				<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>Substantial activities, projects or investigations have been planned, managed and organised</p> <p>The unforeseen has been accommodated</p>

Knowledge and Skills	What is required	Fail	Pass	Merit (in addition to Pass criteria)	Distinction (in addition to Merit criteria)
	<p>Builds trust and rapport, with ability to positively challenge.</p> <p>Leads beyond area of control/authority, and able to influence, negotiate and use advocacy skills to build reputation and effective collaborations.</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>Demonstrate the ability to influence, negotiate and use advocacy skills to build reputation of own organisation and establish effective collaborations</p>	<p>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>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>

Behaviours	Fail	Pass	Merit (in addition to Pass criteria)	Distinction (in addition to Merit criteria)
<b>Leads by Example</b>	No Evidence	<p><b>The Apprentice:</b></p> <p>Has high levels of self-awareness, emotional and social intelligence, empathy and compassion, and able to identify mental well-being in others.</p> <p>Works collaboratively enabling empowerment and delegation.</p> <p>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>Merit criteria plus:</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 and Challenge</b>	No Evidence	<b>The Apprentice:</b>	<b>Pass criteria plus:</b>	Merit criteria plus:

Behaviours	Fail	Pass	Merit (in addition to Pass criteria)	Distinction (in addition to Merit criteria)
		Takes personal accountability aligned to clear values.	<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>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>Courage and Curiosity</b>	No Evidence	<p><b>The Apprentice:</b></p> <p>Is confident and brave, willing to innovate, seeks new ideas and looks for contingencies.</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><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>

<b>Behaviours</b>	<b>Fail</b>	<b>Pass</b>	<b>Merit (in addition to Pass criteria)</b>	<b>Distinction (in addition to Merit criteria)</b>
			<p>The communication is appropriate for familiar and unfamiliar audiences and appropriate media have been used</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>Valuing Difference</b>	No Evidence	<p><b>The Apprentice is:</b></p> <p>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></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>



Behaviours	Fail	Pass	Merit (in addition to Pass criteria)	Distinction (in addition to Merit criteria)
<b>Professional</b>	No Evidence	<b>The Apprentice:</b> Reflects on own performance, demonstrates professional standards in relation behaviour and ongoing development.	<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	Autonomy/independence has been demonstrated Substantial activities, projects or investigations have been planned, managed and organised The unforeseen has been accommodated  Merit criteria plus: 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

**Behaviours**

**Fail**

**Pass**

**Merit (in addition to Pass criteria)**

**Distinction (in addition to Merit criteria)**

The unforeseen has been accommodated

---

## Useful Information

<b>EPA Assessment enquiries</b>	<a href="mailto:EPAassessor@cityandguilds.com">EPAassessor@cityandguilds.com</a>
<b>EPA delivery enquiries</b>	<a href="mailto:EPA@cityandguilds.com">EPA@cityandguilds.com</a>
<b>EPA customer enquiries</b>	E: <a href="mailto:customer@i-l-m.com">customer@i-l-m.com</a> T: 01543 266867
<b>ILM website</b>	<a href="http://www.i-l-m.com">www.i-l-m.com</a>
<b>ILM Apprenticeship Standards webpage</b>	<a href="http://www.i-l-m.com/Learning-and-Development/management-apprenticeships">www.i-l-m.com/Learning-and-Development/management-apprenticeships</a>
<b>Walled Garden</b>	<a href="http://www.walled-garden.com">www.walled-garden.com</a>
<b>External links</b>	
<b>Apprenticeship Standards</b>	<a href="http://www.gov.uk/guidance/search-for-apprenticeship-standards">www.gov.uk/guidance/search-for-apprenticeship-standards</a>
<b>Institute for Apprenticeships (IfA)</b>	<a href="http://www.gov.uk/government/organisations/institute-for-apprenticeships">www.gov.uk/government/organisations/institute-for-apprenticeships</a>
<b>Education and Skills Funding Agency (ESFA)</b>	<a href="http://www.gov.uk/government/organisations/education-and-skills-funding-agency">www.gov.uk/government/organisations/education-and-skills-funding-agency</a>

Every effort has been made to ensure that the information contained in this publication is true and correct at the time of going to press. However, ILM's products and services are subject to continuous development and improvement and the right is reserved to change products and services from time to time. ILM cannot accept liability for loss or damage arising from the use of information in this publication.

If you have a complaint, or any suggestions for improvement about any of the services that we provide, please email: [customer@i-l-m.com](mailto:customer@i-l-m.com)

## About ILM

ILM is the UK's leading specialist in leadership and management apprenticeships. Last year, we qualified over 14,000 management apprentices – seven times more than any other management body.

We believe that great leaders can come from anywhere. With the right support, anyone can grow and develop to make a real difference to their team and organisation. Which is why we help individuals from all levels to realise and apply their potential, so that the organisations they work for can reap the benefits.

## City & Guilds Group

ILM is a City & Guilds Group Business. Together, we set the standard for professional and technical education and corporate learning and development around the world, helping people and organisations to develop their skills for personal and economic growth.

## Copyright

Published by ILM.

ILM is a City & Guilds Group Business. The City and Guilds of London Institute. Incorporated by Royal Charter. Founded in 1878. Registered Charity in England and Wales 312832 and in Scotland SCO39578. © The City and Guilds of London Institute.

**ILM**

**Giltspur House**

**5-6 Giltspur Street**

**London EC1A 9DE**

**[www.i-l-m.com](http://www.i-l-m.com)**