

# Process Leader (AP V1.1)

## Level 4 Apprenticeship Standard (ST0695)

### Specification



This guide describes the different types of End-Point Assessment tests, the test rules and who should be involved. Preparing for End-Point Assessment and working with SIAS are also covered.

SIAS is the science industry assessment service. It is part of the Cogent Skills Group. For further information about apprenticeship standards and Trailblazers please contact [info@siasuk.com](mailto:info@siasuk.com).

#### Version History

Version	Updates
1.0	This document refers to Assessment Plan Version 1.1

## Contents

Objective .....	4
Prior Learning and Qualifications .....	5
Overview .....	5
Competence Evaluation .....	6
Gateway Requirements .....	6
Assessment Methods.....	8
Assessment Method 1 Workplace Observation and Q&A.....	8
Assessment Method 1 Grading Descriptors.....	9
Assessment Method 1 Knowledge, Skills and Behaviours .....	10
Assessment Method 2 Project, Presentation and Q&A.....	11
Assessment Method 2 Grading Descriptors.....	14
Assessment Method 2 Knowledge, Skills and Behaviours .....	17
Assessment Method 3 Professional Discussion Supported by a Portfolio of Evidence .....	18
Assessment Method 3 Grading Descriptors.....	19
Assessment Method 3 Knowledge, Skills and Behaviours .....	22
Final Grade .....	23
Moderation .....	24
Re-takes and re-sits.....	24
Certification.....	25
Assessment Specification.....	25
Mapping of Knowledge, Skills, and Behaviours .....	25
Further Information .....	29

## Objective

The aim of this End-Point Assessment (EPA) is to ensure that the apprentice is occupationally competent against the knowledge, skills and behaviours outlined in the assessment plan for this standard.

Process leaders are found in organisations with high volume manufacturing or advanced manufacturing processes in which large volumes of products are made in assembly, moulding, metal processing, chemical processing, pharmaceutical, textiles, food and drink, or similar processes.

They are also found in organisations with engineering operations or low volume manufacturing processes in which lower volumes of products are made in a bespoke or workshop type environment. The core knowledge, skills and behaviours of this apprenticeship will be developed and demonstrated in a specific manufacturing context and are broadly transferable to other manufacturing sectors.

The broad purpose of this occupation is to undertake and direct production activities and operations and deliver against core production Key Performance Indicators (KPIs). Process leaders effectively lead and manage large teams as well as providing technical or specialist input and direction to their own team and to others. Process Leaders are responsible for determining and managing budgets and resources. They use core production KPIs as the basis of the continuous improvement cycle and undertake and manage quality resolutions. Process Leaders manage health, safety and environment within their area of responsibility, ensuring staff are compliant with all requirements and driving improvements and use project management tools to plan, organise and manage resources, monitor progress, identify risks and mitigation. They develop, build and motivate team members as well as manage performance and industrial relations. As well as providing clear direction and leadership to their own team and others, Process Leaders build and maintain strong relationships across different disciplines, to ensure that the activities of functions such as HR, purchasing, planning, finance focus on core production KPIs. Effective communication is a core responsibility of the Process Leader role, whether this be communication corporate vision and strategy or using data and information to create compelling presentations and drive management decisions.

In their daily work, an employee in this occupation interacts with:

- Team leaders and their wider team
- Quality managers
- Health and safety managers
- HR managers
- Finance managers
- Quality improvement managers
- Operational directors
- Directors
- Managing directors or CEOs

Process Leaders act autonomously as part of a wider production team and are responsible for the delivery of core production KPIs, people, budgets, equipment, materials, supplies, health, safety, environment and risk.

### Prior Learning and Qualifications

There are no statutory/regulatory or other typical entry requirements for this apprenticeship standard.

### Overview

Full time apprentices will typically spend 24 months on-programme (before the gateway) working towards the occupational standard. All apprentices must complete the required amount of off-the-job training specified by the apprenticeship funding rules. All apprentices will spend a minimum of 12 months on-programme.

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

All pre-requisites for EPA assessment methods must also be complete and available for the end-point assessor as necessary.

The apprentice must complete training towards English and maths qualifications in line with the apprenticeship funding rules.

The EPA must be completed within an EPA period lasting a maximum of 5 month(s), beginning when the apprentice has met the EPA gateway requirements.

The EPA consists of 3 distinct assessment methods.

The individual assessment methods will have the following grades:

#### Assessment Method 1:

- Pass
- Distinction
- Fail

#### Assessment Method 2:

- Pass
- Distinction
- Fail

#### Assessment Method 3:

- Pass
- Distinction
- Fail

Performance in the EPA will determine the overall apprenticeship grades of:

- Pass
- Fail
- Distinction
- Merit

### Competence Evaluation

During the apprenticeship, regular evaluation of the competence of the apprentice against the apprenticeship standard will help to ensure that they achieve full occupational competence by the end of their training, and they are ready for EPA. Confirmation from the employer that the apprentice is fully competent is needed before EPA can take place.

As competence evaluation is an in-programme activity, the process that is used for this has not been mandated. It is for the employer supported by their training provider to decide how they wish to do this. To help with this SIAS has produced the SIAS Competence Tracker.

### Gateway Requirements

The EPA period should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, that is they are deemed to be occupationally competent. In making this decision, the employer may take advice from the apprentice's training provider(s), but the decision must ultimately be made solely by the employer.

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

- The apprentice must complete training towards English and maths qualifications in line with the apprenticeship funding rules.
- For those with an education, health and care plan or a legacy statement the apprenticeships English and mathematics minimum requirement is Entry Level 3 and British Sign Language qualification are an alternative to English qualifications for whom this is their primary language.

For workplace observation and Q&A:

- No specific requirements.

For project, presentation and Q&A:

- No specific requirements.

For professional discussion, the apprentice will be required to submit:

- Confirmation that the employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard.
- Portfolio of evidence to support the professional discussion.

### Portfolio of evidence requirements:

- A completed portfolio of evidence is a compulsory requirement of the EPA. It supports the EPA Professional Discussion assessment method.
- The portfolio of evidence must be finalised before passing through the gateway. The apprentice must submit their portfolio of evidence to SIAS at the Gateway
- The portfolio of evidence will comprise of naturally occurring evidence gathered during the on programme period from their workplace, backed up by relevant company processes and procedures
- The portfolio of evidence will enable the apprentice to showcase specific work-related projects/tasks that they have completed on their own during the apprenticeship.
- The supporting evidence is used to inform the professional discussion and must include relevant and sufficient evidence to cover the KSBs assigned to the professional discussion, as detailed in Annex A
- The portfolio of evidence can be in a paper based or electronic format. Employers and training providers are free to devise their own version of the portfolio of evidence; It will typically include the following information:
  - The name of the apprentice
  - Details of the apprentice’s workplace
  - Specific evidence to support the knowledge skills and behaviours of the Process Leader Standard as required by this assessment method (evidence can be provided through a range of sources, for example work reviews, manager’s feedback, customer feedback, reports, documentation, records produced as part of the work activity)
  - Records of learning activities and documentation such as technical training courses
  - Confirmation from the apprentice’s line manager or other competent person designated by the employer confirming authenticity and that the project/tasks completed by the apprentice met the employer requirements. The portfolio must provide evidence of each KSB mapped to this assessment method.
- It is expected that pieces of evidence will cover multiple KSBs.
- It is the quality of the evidence provided that is important, not the volume.
- It is recommended that the employer signs off the portfolio of evidence thereby authenticating it and confirming that the apprentice is ready to take the EPA.
- In certain circumstances, depending on the nature of the business/department where the apprentice is employed, the evidence/documentation may be of a sensitive nature. In these circumstances cases information in either the portfolio of evidence or the project report may be required to be redacted for confidentially reasons
- SIAS and their end-point assessors may also be required to sign a confidentially/nondisclosure agreement with the apprentice’s employer.

## Assessment Methods

This EPA has three assessment methods:

1. Workplace observation and Q&A
2. Project, presentation and Q&A
3. Professional discussion supported by a portfolio of evidence.

### Assessment Method 1: Workplace Observation and Q&A

Apprentices must be observed by an end-point assessor completing work in their normal workplace, in which they will demonstrate the KSBs assigned to this assessment method. This will involve the end-point assessor observing the apprentice chairing two meetings. SIAS will arrange for the observation to take place in consultation with the employer. The observation cannot be part of the project assessed in Assessment Method 2.

One end-point assessor may observe up to a maximum of one apprentice at any one time, to allow for quality and rigour.

The rationale for this assessment method is:

The KSBs being assessed relate to communication skills. It is the view and experience of employers that the best way to assess competence in this area is to observe them in action. The end-point assessor will observe how the apprentice undertakes one or more duties in the workplace. The assessment method is supplemented by the end-point assessor asking the apprentice questions after the observation - adding further rigour and depth to this assessment method.

### Delivery

The observation will take 1 hour in total. Both meetings must occur on the same working day. The length of a working day is typically considered to be 7.5 hours. The end-point assessor has the discretion to increase the time of the observation by up to 10% to allow the apprentice to complete a task at the end of this element of the EPA.

In advance of the observation, apprentices must be provided with information on the format of the observation, including timescales. The following activities **MUST** be observed during the observation:

The end-point assessor must observe the apprentice leading two meetings which include, as a minimum (across both meetings), team members, peers and a more senior colleague. At least one of the meetings needs to include the communication of formal business content.

The observation should be conducted in the following way, to take account of the occupational context in which the apprentice operates:

- The end-point assessor will observe the apprentice in their workplace.
- The end-point assessor will ask a minimum of 5 questions on completion of the observation (i.e. both meetings). They may ask follow-up questions where clarification is required, but these must be asked within the given time period.

- Questioning must last 30 minutes in addition to the one-hour observation. The end-point assessor may extend the 30 minutes by up to 10%, to allow the apprentice to complete the answer they may have started.
- Activities that did not naturally occur during the observation can instead be covered by questioning after the observation, but these should be kept to a minimum.
- KSBs observed, and answers to questions, must be documented by the end-point assessor.
- The end-point assessor will make all grading decisions.

There may be breaks during the observation to allow the apprentice to move from one location to another as required.

### Assessment Method 1 Grading Descriptors

KSBs	Pass Grade Descriptor	Distinction Grade Descriptor
S17, S18, S19, S23, S24	<p><b>P1</b> Demonstrates effective management of the meeting focusing on the agenda and agreeing actions and responsibilities.</p> <p><b>P2</b> Demonstrates leading and communicating the management of change.</p> <p><b>P3</b> Demonstrates how to effectively delegate tasks ensuring other team members take ownership. Provides examples of when they have delegated responsibility to enable delivery (e.g. changes to production demands).</p> <p><b>P4</b> Demonstrates a leadership style appropriate to the situation and audience.</p> <p><b>P5</b> Demonstrates clear direction and leadership. Provides examples of how they have adapted their own leadership style to</p>	<p>In addition to the pass criteria, the apprentice demonstrates knowledge, skills and behaviours that exceed the requirements of the role as set out in the standard.</p> <p>To achieve a distinction, the apprentice must demonstrate <u>all</u> these descriptors:</p> <p><b>D1</b> Explains how adapting their own leadership style to suit different situations and people has had an impact on the outcome.</p> <p><b>D2</b> Demonstrates and describes an in-depth understanding of how the choice of communication (verbal, non-verbal, written, digital etc.) can positively impact outcomes.</p> <p><b>D3</b> Demonstrates impactful communication skills including pace, tone,</p>

KSBs	Pass Grade Descriptor	Distinction Grade Descriptor
	<p>different production situations and people.</p> <p><b>P6</b> Demonstrates effective communication and cascading of information in a manner relevant to the audience.</p> <p><b>P7</b> Explains how they have used a different communication method (to the one observed) and why it was relevant.</p> <p><b>P8</b> Demonstrates how to effectively chair meetings and uses a range of tools and media to communicate key points.</p> <p><b>P9</b> Describes where they have chaired meetings and actively listened and given constructive feedback so that all team members feel engaged.</p> <p><b>P10</b> Demonstrates effective communication when discussing issues/concerns including challenging others so that team members feel their issues are being addressed.</p>	<p>animation, positivity that secures engagement from the audience.</p> <p><b>D4</b> Uses day to day interactions in meetings to reinforce communication of wider organisation strategy.</p>

Fail – An apprentice will fail where they do not demonstrate all the pass descriptors.

### Assessment Method 1 Knowledge, Skills and Behaviours

Ref	KSB Statement
Skills	
<b>S17</b>	Leading and communicating the management of change.
<b>S18</b>	Provide clear direction and leadership, giving open and honest feedback. Apply and adapt own leadership style to different production situations and people.
<b>S19</b>	Delegate and enable delivery through others.

<b>S23</b>	Communicate effectively (verbal, non-verbal, written, digital) in manner relevant to the target audience.
<b>S24</b>	Chair meetings and present (formally and informally) using a range of media. Listen actively, challenge, give feedback.

## Assessment Method 2: Project, Presentation and Q&A (this assessment method has 2 components)

### Component 1: Project

The project report and the presentation are assessed holistically.

The project is compiled after the apprentice has gone through the Gateway process.

The project should be designed to ensure that the apprentice's work meets the needs of the business, is relevant to their role and allows the relevant KSBs to be demonstrated for the EPA.

Therefore, the project's subject, title and scope will be agreed between the apprentice, their employer and SIAS. The project should typically last 6 to 8 weeks.

The employer will ensure it has a real business application and SIAS will ensure it meets the requirements of the EPA (including suitable coverage of the KSBs assignment to this assessment method).

Given the large number of projects that will be completed per year, SIAS will not be expected to sign-off each project title before the project commences. However, SIAS will instead provide detailed specifications to enable the employer to select a project that will meet the requirements of the EPA. As a minimum, the following should be discussed and agreed between SIAS and the employer before the project commences:

1. Background
1. Outline of the issue or opportunity
2. Project Brief
3. Consideration of legislation, regulation, industry and organisational policies, procedures and requirements
4. Proposed plan for implementation
5. Stakeholder engagement
6. Measures of success
7. Coverage of the KSBs

### Delivery

Apprentices will conduct a project in the form of an employment-based assignment.

Minimum requirements for the project:

- The project should be designed to ensure that the apprentice's work meets the needs of the business, is relevant to their role and allows the relevant KSBs to be demonstrated for the EPA.

- The project should be sufficiently comprehensive to allow the apprentice to show the full range of their knowledge, skills and behaviours as required by this assessment method. It must demonstrate that the apprentice has applied what they have learnt, has understood and is able to connect their learning to the organisation's objectives.
- Typically, the project will be a specific problem, or a recurring issue or an idea/opportunity.
- The project's subject, title and scope will be agreed between the employer and SIAS.

The apprentice will conduct their project and submit it to SIAS after a maximum of 10 week(s) of the EPA start date.

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

The project should be in the form of paper based or electronic report. The project report can be any format which meets the requirements of the apprentice and their employer.

The project report is limited to a maximum of 5,000 words (+10% tolerance), excluding appendices, references, diagrams, tables etc. The supporting evidence included in the Appendices will vary for each apprentice, but might include job cards, test scripts, data reports, risk analysis, quality/fault records, links to video clips etc.

The project may be based on any of the following:

- A specific problem
- A recurring issue
- An idea/opportunity.

As a minimum the project report must include:

- Executive summary
- An introduction
- A description of the project scope and definition including key performance indicators
- Project methodology and content
- Research and findings
- Project outcomes and how they were achieved
- A project plan and details of how the project was managed
- Key recommendations and conclusions.

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

The project will be conducted as set out here:

- The project will be based on a real workplace issue agreed between the apprentice and their line manager and selected from the project title and specification options provided by SIAS.
- The apprentice will typically be given 6-8 weeks to complete the project.
- The project must include all the minimum requirements specified above.

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

The apprentice's employer will provide a statement confirming that the project has been led independently by the apprentice, that the work is authentic, and is representative of the work conducted by the apprentice on a day-to-day basis.

### **Component 2: Presentation**

Apprentices will prepare and deliver a presentation that appropriately covers the KSBs assigned to this method of assessment.

The presentation will be based on the project and will cover:

- An introduction
- A description of the project scope and definition including key performance indicators
- Project methodology and content
- Research and findings
- Project outcomes and how they were achieved
- Key recommendations and conclusions

The presentation will be completed and submitted after the gateway and will be presented to an end-point assessor, either face-to-face or via online video conferencing. If using an online platform, SIAS will ensure appropriate measures are in place to prevent misrepresentation.

The apprentice will have 10 day(s) following the submission of their project report to prepare, complete and submit the presentation.

The rationale for this assessment method is that the presentation compliments the project and replicates the apprentice's role and responsibilities as well as assessing a number of the key competences through the delivery of the presentation.

### **Delivery**

The presentation will last for 30 minutes. The end-point assessor has the discretion to increase the time of the presentation by up to 10% to allow the apprentice to complete their last point.

The end-point assessor will ask a minimum of 10 questions to probe the competences assessed by this method at the end of the presentation. The questions will be drawn from a

question bank supplied by SIAS, to confirm the apprentice’s understanding of the presentation and how it demonstrates the relevant knowledge, skills and behaviours.

To deliver the presentation, the apprentice will have access to:

- PowerPoint
- Flip chart
- Work products
- Videos
- Interactive demonstrations
- Notes
- Computer.

The presentation will be conducted as follows:

- The presentation will be on a 1:1 basis.
- Both the assessor and the apprentice must have access to the project report during the presentation.
- SIAS will verify the suitability of the venue and the identity of the person taking the test.

Video conferencing can be used to conduct the presentation. SIAS will ensure appropriate methods to prevent misrepresentation, for example 360-degree camera function with the end-point assessor where the presentation and questioning is completed remotely.

The end-point assessor will make all grading decisions.

### Assessment Method 2 Grading Descriptors

KSBs	Pass Grade Descriptor	Distinction Grade Descriptor
K1 K2 K3 K4 K5 K6 K7 K8 K9 K17 K18 S1 S2 S3 S4 S5 S6 S7 S8 S9 S10 S11 S25	<p><b>P1</b> Demonstrate how the project addresses a business problem or opportunity in the workplace by outlining the benefits to the business.</p> <p><b>P2</b> Demonstrate how the project scope and boundaries have been clearly defined and how the aims and objectives have been clearly articulated to the (internal or external) customer.</p> <p><b>P3</b> Applies problem solving techniques to predict and prevent failure of</p>	<p>In addition to the pass criteria, the apprentice demonstrates knowledge, skills and behaviours that exceed the requirements of the role as set out in the standard.</p> <p>To achieve a distinction, the apprentice must demonstrate <u>4 of the following 7</u> distinction grade descriptors:</p> <p><b>D1</b> Explains the wider impact of the project on the organisation.</p>

KSBs	Pass Grade Descriptor	Distinction Grade Descriptor
	<p>production processes by collecting, analysing and using data to establish the factors that influence production outcomes.</p> <p><b>P4</b> Demonstrates how they have managed resources effectively to deliver cost achievements and budget targets for example people, materials, water, energy.</p> <p><b>P5</b> Demonstrates how they have used different lean operational and quality improvement practices to achieve the overall project outcomes.</p> <p><b>P6</b> Demonstrates processes used to lead continuous improvement and own use of change management principles. Supports explanation with example of leading continuous improvement from own practice</p> <p><b>P7</b> Demonstrates own use of problem definition to undertake and manage quality resolutions and can illustrate with examples from their own practice.</p> <p><b>P8</b> Describes how they have managed health, safety, environmental and legislative requirements within the project. For example, risk assessments, environmental and sustainability considerations</p>	<p><b>D2</b> Explains future developments in the sector or process changes within their organisation and their impact on the business.</p> <p><b>D3</b> Demonstrates how they effectively communicate ambiguity and scenario plan complex possible situations.</p> <p><b>D4</b> Demonstrates effective management of project risk and mitigating actions (e.g. mitigating actions identified and implemented resulting in the project being delivered on time).</p> <p><b>D5</b> Provides additional insights and depth of knowledge through answers to technical questions.</p> <p><b>D6</b> Demonstrates the steps taken to ensure the wider organisation learns from the experiences gained in the project, for example, to prevent similar problems arising in other areas of the business.</p> <p><b>D7</b> Demonstrates how 3 or more lean and statistical problem-solving techniques (e.g. 5S, Kaizen, Root Cause Analysis, Kanban) have been applied.</p>

KSBs	Pass Grade Descriptor	Distinction Grade Descriptor
	<p>relating to reuse, recycle and waste.</p> <p><b>P9</b> Describes how they developed a clear project plan showing consideration of resources, evidence of systematic evaluation of project progress and risk assessment.</p> <p><b>P10</b> Demonstrates how they developed and presented their case for change using graphs, tables and charts, to meet the needs of their audience.</p> <p><b>P11</b> Demonstrates reasoned content and conclusions based on experience and robust data/information supporting each phase of the business project.</p> <p><b>P12</b> Demonstrates how stakeholder management affected the outcome of the project.</p> <p><b>P13</b> Explains how the project impacts on the business.</p> <p><b>P14</b> Compellingly and succinctly presents statistical analysis to drive management decisions.</p>	

Fail – An apprentice will fail where they do not demonstrate all the pass descriptors.

## Assessment Method 2 Knowledge, Skills and Behaviours

Ref	KSB Statement
<b>Knowledge</b>	
<b>K1</b>	Principles of production/manufacturing techniques including: material handling systems, maintenance, production planning/scheduling, ergonomics, workplace study, plant organisation, Statistical Process Control, process types such as flow and batch, product/raw material principles.
<b>K2</b>	How to identify and procure sufficient, suitable resources (e.g. finance, staff, equipment, supplies) including use of management tools such as the Internet of Things (IoT) and Industry 4.0.
<b>K3</b>	Budgeting, forecasting and control of direct and indirect costs, fixed and variable costs including actual, accrued and committed costs.
<b>K4</b>	Lean operational and quality improvement practices such as workplace organisation, visual management, waste reduction and shop floor problem solving.
<b>K5</b>	Delivery of quality management and assurance systems.
<b>K6</b>	Problem definition: Cost of Poor Quality, problem analysis models such as Is/Is Not.
<b>K7</b>	Safe and professional working practices including health, safety, environment and legislative requirements relevant to the sector, the organisation and own role including the importance of reducing the energy, water and the minimisation of waste from packaging, scrap and production by-products. The product and process implications of using recycled materials.
<b>K8</b>	Production procedures and regulations to meet legislative/organisational requirements.
<b>K9</b>	Planning and project management principles, problem solving, relationship building and leading through KPIs.
<b>K17</b>	How to collect and analyse data and use basic statistical methods for decision making.
<b>K18</b>	How to use data to present a case to management when requesting change including graphs, charts and tables and where appropriate single page reporting.
<b>Skills</b>	
<b>S1</b>	Undertake and direct production activities and operations.
<b>S2</b>	Propose, undertake, manage and coordinate changes to the product, production operations, processes and equipment, to improve productivity, efficiency, quality and sustainability.
<b>S3</b>	Solve problems - predict and prevent failures through the analysis of data and information.
<b>S4</b>	Manage resources effectively to ensure their availability and the efficient running of department in line with organisational procedures.
<b>S5</b>	Deliver cost achievements against budget targets.
<b>S6</b>	Plan resources to support variations in production schedules.
<b>S7</b>	Use KPIs as the basis of the continuous improvement cycle for quality, cost and volume achievement using lean operational and product improvement techniques.
<b>S8</b>	Undertake and manage quality resolutions as well as volume problem resolution.

<b>S9</b>	Manage health, safety and the environment within area of responsibility, ensuring staff are compliant with all requirements and driving improvements.
<b>S10</b>	Conduct workplace risk assessments, manage near-miss or similar processes, conduct investigations as necessary.
<b>S11</b>	Use project management tools to plan, organise and manage resources, to monitor progress, identify risks and mitigation.
<b>S25</b>	Analyse data/information to compellingly and succinctly present information to drive management decisions.

### **Assessment Method 3: Professional Discussion Supported by a Portfolio of Evidence**

This assessment will take the form of a professional discussion, which must be appropriately structured to draw out the best of the apprentice's competence and excellence and cover the KSBs assigned to this assessment method. It will involve the questions that will focus on analysis of given scenarios, coverage of prior learning or activity and problem solving.

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

- Employer's premises
- A suitable venue selected by the SIAS (e.g. a training provider's premises)
- Video conferencing

The rationale for this assessment method is:

This assessment method enables efficient assessment of a wide range of competences that do not naturally occur during project or the workplace observation.

#### **Delivery**

The end-point assessor will review the portfolio prior to the professional discussion and use it to prepare questions.

The end-point assessor will conduct and assess the professional discussion.

The professional discussion must last for 60 minutes. The assessor has the discretion to increase the time of the professional discussion by up to 10% to allow the assessor and apprentice to finish this method of assessment.

During the discussion, the end-point assessor must combine questions from the SIAS's question bank and those generated by themselves. The end-point assessor must ask a minimum of 10 questions.

The professional discussion will be conducted on a one-to-one basis as set out here:

- The professional discussion can either take place face to face or virtually through video conferencing.
- The end-point assessor will use scenario-based questions from a bank of questions provided by SIAS. Follow-on questions can be asked to probe aspects of the portfolio that have not been covered by the scenario-based questions.
- Questions can be supplemented by questions the end-point assessor generates themselves.

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

The end-point assessor must use the assessment tools and procedures that are set by SIAS to record the professional discussion. The end-point assessor will make all grading decisions.

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

### Assessment Method 3 Grading Descriptors

KSBs	Pass Grade Descriptor	Distinction Grade Descriptor
<p>K10 K11 K12 K13 K14 K15 K16 S12 S13 S14 S15 S16 S20 S21 S22 B1 B2 B3 B4 B5 B6</p>	<p><b>P1</b> Demonstrates their understanding and explains the importance of key regulatory guidelines and company procedures relating to employees relative to their own role. Supports explanation with examples from own practice.</p> <p><b>P2</b> Explains their organisation’s key operating procedures relating to people, their purpose and importance and how this applies to them.</p> <p><b>P3</b> Explains the theories of (people) performance management and how they can be applied in their own workplace. Supports explanation with examples from their own practice (e.g. improving productivity or managing an underperforming team member).</p> <p><b>P4</b> Describes how they have recruited and developed colleagues in the workplace.</p>	<p>In addition to the pass criteria, the apprentice demonstrates knowledge, skills and behaviours that exceed the requirements of the role as set out in the standard.</p> <p>To achieve a distinction, the apprentice must demonstrate <u>4 of the following 7</u> distinction grade descriptors:</p> <p><b>D1</b> Demonstrates that wherever possible they act in a data driven way, can also evaluate importance of qualitative information. Can combine complex sources of information to deepen understanding.</p> <p><b>D2</b> Demonstrates how they have applied innovative strategies, approaches or methods in their role.</p> <p><b>D3</b> Demonstrates how they publicly celebrate successes, and how they create a culture in which people are not afraid to fail.</p>

KSBs	Pass Grade Descriptor	Distinction Grade Descriptor
	<p><b>P5</b> Provides examples of where they have supported colleague development through coaching or mentoring.</p> <p><b>P6</b> Provides examples of how they have managed industrial relations and equality and diversity issues in the workplace. Explains how they promote a respectful culture embracing diversity and inclusion.</p> <p><b>P7</b> Describes the purpose and importance of organisational vision and goals and supports their explanation with examples of how they have applied and promoted these in their teams.</p> <p><b>P8</b> Demonstrates how they have identified and recognised the differing strengths of team members. Provides examples of how they have effectively utilised their strengths (e.g. developmental reviews, discussions and plans).</p> <p><b>P9</b> Explains how they approach colleagues and stakeholders to ensure collaboration and build trusting relationships.</p> <p><b>P10</b> Describes where they have negotiated, influenced or managed conflict with</p>	<p><b>D4</b> Demonstrates that they have learned from setbacks.</p> <p><b>D5</b> Demonstrates how they have sought out opportunities for cross functional leadership outside area of immediate responsibility (e.g. CSR, mentoring, strategy/leadership/culture projects).</p> <p><b>D6</b> Explains their approach to the short, medium and longer-term development needs of their team, can demonstrate having actively promoted the onward careers of able team members.</p> <p><b>D7</b> Demonstrates how they use day to day interactions to reinforce communication of wider organisation strategy.</p>

KSBs	Pass Grade Descriptor	Distinction Grade Descriptor
	<p>stakeholders to achieve results.</p> <p><b>P11</b> Explains how they make informed decisions and accept responsibility for decisions and recognise the limit to their own authority.</p> <p><b>P12</b> Provides examples of how they are positive and open to new ways of working (e.g. seeking and responding to feedback from managers and peers).</p> <p><b>P13</b> Explains how they drive change in all aspects of their work.</p> <p><b>P14</b> Explains how they operate within organisational values and provides examples of when they have set an example and demonstrated their fairness, consistency and impartiality.</p> <p><b>P15</b> Explains their approach to identifying issues, mitigating risks and solving problems, even in difficult situations.</p> <p><b>P16</b> Explains how they seek out feedback on their own performance and develop plans to address any areas for personal improvement.</p> <p><b>P17</b> Explains how they communicate and cascade information effectively at all levels and to a diverse</p>	

KSBs	Pass Grade Descriptor	Distinction Grade Descriptor
	<p>audience (e.g. to team members, peers, managers, other specialists).</p> <p><b>P18</b> Explains how they identify and share good practice and how they work collaboratively with their peers and with others.</p>	

Fail – An apprentice will fail where they do not demonstrate all the pass descriptors.

### Assessment Method 3 Knowledge, Skills and Behaviours

Ref	KSB Statement
Knowledge	
<b>K10</b>	Employment law, employee rights and responsibilities, organisation staff management policies/procedures for e.g. recruitment, performance, development, discipline, grievance, equality/diversity, industrial relations.
<b>K11</b>	Theories of performance management and their use and organisations tools and policies for managing teams.
<b>K12</b>	The theory of managing, motivating and developing people.
<b>K13</b>	The purpose of organisational vision and goals and how these apply to teams.
<b>K14</b>	Awareness of the differing strengths team members have and how these can be effectively applied in the workplace.
<b>K15</b>	Approaches to colleague, stakeholder/ supplier relationship management including collaboration, negotiation, influencing, managing conflict, and networking.
<b>K16</b>	How to communicate and cascade information effectively at all levels and to a diverse audience.
Skills	
<b>S12</b>	Recruit the right people into the right job.
<b>S13</b>	Develop, build and motivate teams by identifying strengths and enabling training and development within the workplace.
<b>S14</b>	Recognise excellence, effectively manage performance, discipline, attendance, grievance.
<b>S15</b>	Manage industrial relations and equality and diversity.
<b>S16</b>	Support development through coaching and mentoring.
<b>S20</b>	Build and maintain strong relationships across different disciplines. Negotiate and influence. Manages conflict.
<b>S21</b>	Identify and share good practice, work collaboratively.
<b>S22</b>	Utilise specialist advice and support to deliver plans.
Behaviours	
<b>B1</b>	Decision Making: Makes decisions based on personal initiative, technical knowledge, analysis and understanding of the different interests of stakeholders. Accepts responsibility for decisions and recognises limit to own authority.

<b>B2</b>	Agile: Flexible and adaptable to the needs of the organisation. Is creative, innovative and enterprising when seeking solutions to business needs. Positive and open to new ways of working, responds well to feedback and change.
<b>B3</b>	Inclusive: Open, approachable, authentic, and able to build trust with others. Promotes a respectful culture embracing diversity and inclusion. Seeks and provides feedback to manage continuous development of self, team and processes.
<b>B4</b>	Responsibility, Accountability and Resilience: Drive to achieve in all aspects of work. Demonstrates resilience and accountability. Determination when managing difficult situations. Seeks new opportunities.
<b>B5</b>	Professionalism: Sets an example, and is fair, consistent and impartial. Open and honest. Operates within organisational values. Promote and instil the values of the organisation to all colleagues.
<b>B6</b>	Problem solver: Identifies issues quickly, enjoys solving complex problems and applies appropriate solutions. Has a strong desire to push to ensure the root cause of any problem is found and solutions identified which prevent recurrence.

### Final Grade

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

Performance in each component of the EPA will be separately graded and will determine the apprenticeship grade of pass, merit, distinction or fail. If the apprentice has not evidenced the required knowledge, skills and behaviours outlined in the Process Leader Apprenticeship Standard, then the standard has not been met and the apprentice has failed.

End-point assessors will be responsible for grading each assessment method in accordance with the requirements set out in this plan. The grading criteria for each EPA method is detailed below.

Grading for each method:

Grading for the workplace observation:

- To achieve a PASS – all pass criteria must be met
- To achieve a DISTINCTION – all pass criteria must be met as well as all distinction descriptors.

Grading for the project:

- To achieve a PASS – all pass criteria must be met
- To achieve a DISTINCTION – all pass criteria must be met as well as four distinction descriptors.

Grading for the professional discussion:

- To achieve a PASS – all pass criteria must be met
- To achieve a DISTINCTION – all pass criteria must be met as well as four distinction descriptors.

## Overall Grading

An apprentice will need to achieve a pass grade in each of the assessment methods to achieve an overall EPA Pass Grade.

### Grade above Pass:

An apprentice will need to achieve a distinction grade in all assessment methods to achieve an overall EPA DISTINCTION grade.

An apprentice who achieves distinction grades in two assessment methods will achieve an overall MERIT grade.

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

Assessment Method 1	Assessment Method 2	Assessment Method 3	Overall Grading
Distinction	Distinction	Distinction	Distinction
Distinction	Distinction	Pass	Merit
Pass	Distinction	Distinction	Merit
Distinction	Pass	Distinction	Merit
Pass	Pass	Pass	Pass
Distinction	Pass	Pass	Pass
Pass	Distinction	Pass	Pass
Pass	Pass	Distinction	Pass

## Moderation

Assessment organisations will undertake moderation of end-point assessor decisions through observations and examination of documentation on a risk sampling basis. Results cannot be confirmed until moderation has been completed.

## Re-takes and re-sits

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

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

An apprentice who fails an assessment method, and therefore the EPA in the first instance, will be required to re-sit any failed assessment methods only.

Any assessment method re-sit or re-take must be taken during the maximum EPA period, otherwise the entire EPA must be taken again, unless in the opinion of SIAS exceptional circumstances apply outside the control of the apprentice or their employer.

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

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

### Certification

The outcomes from the End-Point Assessment will be reviewed and a grade conferred by SIAS in accordance with SIAS QA procedures, which are available from SIAS. SIAS will notify the employer of the outcome of each of the assessments.

SIAS will apply for the apprentice’s certificate, which will be sent by ESFA. The certificate confirms that the apprentice has passed the End-Point Assessment, has demonstrated full competency across the standard and is job-ready.

### Assessment Specification

The assessment specification can be found in the published assessment plan for the standard. Details of which elements of the apprenticeship standard will be tested by each test are given in the Mapping Knowledge, Skills, and Behaviours section of this guide.

### Mapping of Knowledge, Skills, and Behaviours

Key:	
Workplace observation and Q&A	Obs
Project, Presentation and Q&A	PP
Professional discussion, supported by a Portfolio of Evidence	PD

Ref	KSB to be assessed	Assessment Method
<b>Knowledge</b>		
K1	Principles of production/manufacturing techniques including: material handling systems, maintenance, production planning/scheduling, ergonomics, workplace study, plant organisation, Statistical Process Control, process types such as flow and batch, product/raw material principles.	PP
K2	How to identify and procure sufficient, suitable resources (e.g. finance, staff, equipment, supplies) including use of management tools such as the Internet of Things (IoT) and Industry 4.0.	PP
K3	Budgeting, forecasting and control of direct and indirect costs, fixed and variable costs including actual, accrued and committed costs.	PP
K4	Lean operational and quality improvement practices such as workplace organisation, visual management, waste reduction and shop floor problem solving.	PP
K5	Delivery of quality management and assurance systems.	PP

Ref	KSB to be assessed	Assessment Method
K6	Problem definition: Cost of Poor Quality, problem analysis models such as Is/Is Not.	PP
K7	Safe and professional working practices including health, safety, environment and legislative requirements relevant to the sector, the organisation and own role including the importance of reducing the energy, water and the minimisation of waste from packaging, scrap and production by-products. The product and process implications of using recycled materials.	PP
K8	Production procedures and regulations to meet legislative/ organisational requirements.	PP
K9	Planning and project management principles, problem solving, relationship building and leading through KPIs.	PP
K10	Employment law, employee rights and responsibilities, organisation staff management policies/procedures for e.g. recruitment, performance, development, discipline, grievance, equality/diversity, industrial relations.	PD
K11	Theories of performance management and their use and organisations tools and policies for managing teams.	PD
K12	The theory of managing, motivating and developing people.	PD
K13	The purpose of organisational vision and goals and how these apply to teams.	PD
K14	Awareness of the differing strengths team members have and how these can be effectively applied in the workplace.	PD
K15	Approaches to colleague, stakeholder/ supplier relationship management including collaboration, negotiation, influencing, managing conflict, and networking.	PD
K16	How to communicate and cascade information effectively at all levels and to a diverse audience.	PD
K17	How to collect and analyse data and use basic statistical methods for decision making.	PP
K18	How to use data to present a case to management when requesting change including graphs, charts and tables and where appropriate single page reporting.	PP
<b>Skills</b>		
S1	Undertake and direct production activities and operations.	PP
S2	Propose, undertake, manage and coordinate changes to the product, production operations, processes and equipment, to improve productivity, efficiency, quality and sustainability.	PP

Ref	KSB to be assessed	Assessment Method
S3	Solve problems - predict and prevent failures through the analysis of data and information.	PP
S4	Manage resources effectively to ensure their availability and the efficient running of department in line with organisational procedures.	PP
S5	Deliver cost achievements against budget targets.	PP
S6	Plan resources to support variations in production schedules.	PP
S7	Use KPIs as the basis of the continuous improvement cycle for quality, cost and volume achievement using lean operational and product improvement techniques.	PP
S8	Undertake and manage quality resolutions as well as volume problem resolution.	PP
S9	Manage health, safety and the environment within area of responsibility, ensuring staff are compliant with all requirements and driving improvements.	PP
S10	Conduct workplace risk assessments, manage near-miss or similar processes, conduct investigations as necessary.	PP
S11	Use project management tools to plan, organise and manage resources, to monitor progress, identify risks and mitigation.	PP
S12	Recruit the right people into the right job.	PD
S13	Develop, build and motivate teams by identifying strengths and enabling training and development within the workplace.	PD
S14	Recognise excellence, effectively manage performance, discipline, attendance, grievance.	PD
S15	Manage industrial relations and equality and diversity.	PD
S16	Support development through coaching and mentoring.	PD
S17	Leading and communicating the management of change.	Obs
S18	Provide clear direction and leadership, giving open and honest feedback. Apply and adapt own leadership style to different production situations and people.	Obs
S19	Delegate and enable delivery through others.	Obs
S20	Build and maintain strong relationships across different disciplines. Negotiate and influence. Manages conflict.	PD
S21	Identify and share good practice, work collaboratively.	PD
S22	Utilise specialist advice and support to deliver plans.	PD
S23	Communicate effectively (verbal, non-verbal, written, digital) in manner relevant to the target audience.	Obs

Ref	KSB to be assessed	Assessment Method
S24	Chair meetings and present (formally and informally) using a range of media. Listen actively, challenge, give feedback.	Obs
S25	Analyse data/information to compellingly and succinctly present information to drive management decisions.	PP
<b>Behaviours</b>		
B1	Decision Making: Makes decisions based on personal initiative, technical knowledge, analysis and understanding of the different interests of stakeholders. Accepts responsibility for decisions and recognises limit to own authority.	PD
B2	Agile: Flexible and adaptable to the needs of the organisation. Is creative, innovative and enterprising when seeking solutions to business needs. Positive and open to new ways of working, responds well to feedback and change.	PD
B3	Inclusive: Open, approachable, authentic, and able to build trust with others. Promotes a respectful culture embracing diversity and inclusion. Seeks and provides feedback to manage continuous development of self, team and processes.	PD
B4	Responsibility, Accountability and Resilience: Drive to achieve in all aspects of work. Demonstrates resilience and accountability. Determination when managing difficult situations. Seeks new opportunities.	PD
B5	Professionalism: Sets an example, and is fair, consistent and impartial. Open and honest. Operates within organisational values. Promote and instil the values of the organisation to all colleagues.	PD
B6	Problem solver: Identifies issues quickly, enjoys solving complex problems and applies appropriate solutions. Has a strong desire to push to ensure the root cause of any problem is found and solutions identified which prevent recurrence.	PD

### Further Information

For information about SIAS policies, quality assurance, re-sits, appeals, complaints and general enquiries please see our website: [www.siasuk.com](http://www.siasuk.com)

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