

Specification



Level 4 End-Point Assessment
Process Leader

Standard Reference: ST0695
End-Point Assessment Plan: ST0695/AP01

Issue 1.0

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1.0 About EAL

Since 1964, EAL (Excellence, Achievement and Learning) has been awarding superior vocational qualifications and apprenticeship components for engineering, building services and related sectors.

EAL has been at the heart of new apprenticeship standards development, supporting employer trailblazer development groups for key industry occupations since 2013, when the reforms began. With our long-standing tradition of being closer to industry and designing qualifications that reflect this close partnership, EAL is perfectly positioned to guide the employer development groups' work. Our expertise, knowledge and support ensures the new standards meet the needs of all employers, from SMEs to multinationals, and provide learners with the best possible start to their careers.

EAL is an end-point assessment organisation (EPAO) and is listed on the Apprenticeship Providers and Assessment Register (APAR).

www.eal.org.uk

1.1 Equal Opportunities and Diversity

EAL expects all employers to enable apprentices to have equal access to training and assessment for end-point assessment (EPA) in line with the Equality Act 2010 and protected characteristics. Further details can be found in the EAL Equal Opportunities and Diversity Policy:

<http://www.eal.org.uk/centre-support/centre-support/policies-and-important-documents>

1.2 Customer Experience and Feedback

Customer Experience is a fundamental part of EAL's commitment to you. EAL aims to ensure that all customers receive a high-quality efficient service. We are always interested in feedback and if you have any comments or feedback on our qualifications, products or services, please contact the Customer Experience team:

EAL Customer Experience

Tel: +44 (0)1923 652 400

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2.0 Qualification Objective and Overview

The End-Point Assessment (EPA) is designed to enable the apprentice to demonstrate that they are fully conversant in the knowledge, skills and behaviours (KSBs) expected of individuals working at this level. It is designed to provide assessors with a holistic view of the apprentice, and to allow them to assess to what extent they meet, or exceed, the level of the apprenticeship standard. The EPA must be completed within the gateway window.

The Apprenticeship Standard and End-point Assessment Plan defines when, what, who and how the EPA is assessed. All those participating and delivering this EPA, which includes the apprentice, assessors and employers, must refer to the following principal documents for the full details of the EPA requirements:

- Apprenticeship Standard
- End-point Assessment Plan.

Both of which are currently available here:

<https://www.instituteforapprenticeships.org/apprenticeship-standards/process-leader-v1-0>

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/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 and Finance focus on core production KPIs. Effective communication is a core responsibility of the Process Leader role, whether this be communication of 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 Manager

- Operational Directors
- Directors
- Managing Director/CEO

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.

Process Leaders typically spend 24 months on-programme to reach gateway.

Process Leader is graded with the following possible outcomes:

- Fail
- Pass
- Merit
- Distinction

2.1 Prior Learning and Qualifications

Apprentices without level 2 English and maths will need to achieve this level prior to taking the End-Point Assessment. For those with an education, health and care plan or a legacy statement, the apprenticeship's English and maths minimum requirement is Entry Level 3. A British Sign Language (BSL) qualification is an alternative to the English qualification for those whose primary language is BSL.

3.0 End-Point Assessment 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:

- English and mathematics at level 2. 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.
- Portfolio of evidence to support the professional discussion.

The EPA is taken in the EPA period. The EPA period starts when EAL confirms the gateway requirements have been met and is typically 4 months.

4.0 Assessment Methods

Process Leader is assessed using three assessment methods:

1. Workplace Observation and Q&A
2. Project, Presentation and Q&A
3. Professional Discussion

4.1 Workplace Observation and Q&A

Apprentices must be observed by an independent assessor completing work in their normal workplace, in which they will demonstrate the KSBs assigned to this assessment method. This will involve the assessor observing the apprentice chairing two meetings. EAL will arrange for the observation to take place in consultation with the employer.

The observation cannot be part of the project assessed in the Project, Presentation and Q&A.

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

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 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 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 assessor will observe the apprentice in their workplace.
- The independent 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 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 independent assessor.
- The independent 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.

The Workplace Observation and Q&A has the following possible outcomes:

- Fail
- Pass
- Distinction

Workplace Observation and Q&A Grading Descriptors

Pass Grading Descriptor	Distinction Grading Descriptor
P1 Demonstrates effective management of the meeting focusing on the agenda and agreeing actions and responsibilities	D1 Explains how adapting their own leadership style to suit different situations and people has had an impact on the outcome
P2 Demonstrates leading and communicating the management of change	D2 Demonstrates and describes an in-depth understanding of how the choice of communication (verbal, non-verbal, written, digital etc.) can positively impact outcomes
P3 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)	D3 Demonstrates impactful communication skills including pace, tone, animation, positivity that secures engagement from the audience
P4 Demonstrates a leadership style appropriate to the situation and audience	D4 Uses day to day interactions in meetings to reinforce communication of wider organisation strategy
P5 Demonstrates clear direction and leadership. Provides examples of how they have adapted their own leadership style to different production situations and people	
P6 Demonstrates effective communication and cascading of information in a manner relevant to the audience	
P7 Explains how they have used a different communication method (to the one observed) and why it was relevant	
P8 Demonstrates how to effectively chair meetings and uses a range of tools and media to communicate key points	
P9 Describes where they have chaired meetings and actively listened and given constructive feedback so that all team members feel engaged	
P10 Demonstrates effective communication when discussing issues/concerns including challenging others so that team members feel their issues are being addressed	

Apprentices must meet all pass criteria to achieve a Pass.

Apprentices must meet all pass criteria and all distinction criteria to achieve a Distinction.

Workplace Observation and Q& Knowledge, Skills and Behaviours

KSB Ref	KSB Statement
S17	Leading and communicating the management of change
S18	Provide clear direction and leadership, giving open and honest feedback. Apply and adapt own leadership style to different production situations and people
S19	Delegate and enable delivery through others
S23	Communicate effectively (verbal, non-verbal, written, digital) in manner relevant to the target audience
S24	Chair meetings and present (formally and informally) using a range of media. Listen actively, challenge, give feedback

4.2 Project, Presentation and Q&A

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 EAL. The project should typically last 6 to 8 weeks.

The employer will ensure it has a real business application and EAL 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, EAL will not sign-off each Project title before the Project commences. However, EAL 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 EAL and the employer before the Project commences:

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

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 EAL.

The apprentice will conduct their Project and submit it to EAL after a **maximum of 10 weeks** 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 EAL.
- 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.

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

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 independent assessor, either face-to-face or via online video conferencing.

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

The Presentation will last for **30 minutes**. The 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 independent 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 EAL, to confirm the independent assessor'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.
- EAL 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. EAL will ensure appropriate methods to prevent misrepresentation, for example 360-degree camera function with the independent assessor where the Presentation and questioning is completed remotely.

The Project, Presentation and Q&A has the following possible outcomes:

- Fail
- Pass
- Distinction

Project, Presentation and Q&A Grading Descriptors

Pass Grading Descriptor	Distinction Grading Descriptor
P1 Demonstrate how the Project addresses a business problem or opportunity in the workplace by outlining the benefits to the business	D1 Explains the wider impact of the Project on the organisation

Pass Grading Descriptor	Distinction Grading Descriptor
P2 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	D2 Explains future developments in the sector or process changes within their organisation and their impact on the business
P3 Demonstrates how they have followed production procedures and used production/manufacturing techniques to undertake production activities and operations and solve problems	D3 Demonstrates how they effectively communicate ambiguity and scenario plan complex possible situations
P4 Demonstrates how they have managed resources effectively to deliver cost achievements and budget targets	D4 Demonstrates effective management of project risk and mitigating actions (e.g. mitigating actions identified and implemented resulting in the project being delivered on time)
P5 Demonstrates how they have used different lean operational and quality improvement practices to achieve the overall project outcomes	D5 Provides additional insights and depth of knowledge through answers to technical questions
P6 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	D6 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.
P7 Demonstrates own use of problem definition to undertake and manage quality resolutions and can illustrate with examples from their own practice	D7 Demonstrates how 3 or more lean and statistical problem-solving techniques (e.g. 5S, Kaizen, Root Cause Analysis, Kanban) have been applied
P8 Describes how they have managed health, safety and the environment including legislative requirements within the project (e.g. risk assessments)	
P9 Describes how they developed a clear project plan showing consideration of resources, evidence of systematic evaluation of project progress and risk assessment	
P10 Demonstrates how they successfully developed and presented their case for change to management	
P11 Demonstrates reasoned content and conclusions based on experience and robust data/information supporting each phase of the business project	

Pass Grading Descriptor	Distinction Grading Descriptor
P12 Demonstrates how stakeholder management affected the outcome of the project	
P13 Explains how the project impacts on the business	
P14 Demonstrates how they have analysed data/information to compellingly and succinctly presented information to drive management decisions	

Apprentices must meet all pass criteria to achieve a Pass.

Apprentices must meet all pass criteria and 4 out of 7 distinction criteria to achieve a Distinction.

Project, Presentation and Q&A Knowledge, Skills and Behaviours

KSB Ref	KSB Statement
K1	Principles of production/manufacturing techniques including: material handling systems, maintenance, production planning/scheduling, ergonomics, workplace study, plant organisation, decommissioning, Statistical Process Control, process types such as flow and batch, product/raw material principles
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
K3	Budgeting, forecasting and control of direct and indirect costs, fixed and variable costs including actual, accrued and committed costs
K4	Lean operational and quality improvement practices such as workplace organisation, visual management, waste reduction and shop floor problem solving
K5	Delivery of quality management and assurance systems
K6	Problem definition: Cost of Poor Quality, problem analysis models such as Is/Is Not
K7	Safe and professional working practices including health, safety, environment and legislative requirements relevant to the sector, the organisation and own role
K8	Production procedures and regulations to meet legislative/organisational requirements
K9	Planning and project management principles, problem solving, relationship building and leading through KPIs

KSB Ref	KSB Statement
K17	How to identify the information required for decision making, how it should be gathered and reported
K18	How to develop and present a case to management when requesting change including single page reporting
S1	Undertake and direct production activities and operations
S2	Propose, undertake, manage and coordinate changes to the product, production operations, processes and equipment, to improve productivity, efficiency and quality
S3	Solve problems - predict and prevent failures through the analysis of data and information
S4	Manage resources effectively to ensure their availability and the efficient running of department in line with organisational procedures
S5	Deliver cost achievements against budget targets
S6	Plan resources to support variations in production schedules
S7	Use KPIs as the basis of the continuous improvement cycle for quality, cost and volume achievement using lean operational and product improvement techniques
S8	Undertake and manage quality resolutions as well as volume problem resolution
S9	Manage health, safety and the environment within area of responsibility, ensuring staff are compliant with all requirements and driving improvements
S10	Conduct workplace risk assessments, manage near-miss or similar processes, conduct investigations as necessary
S11	Use project management tools to plan, organise and manage resources, to monitor progress, identify risks and mitigation
S25	Analyse data/information to compellingly and succinctly present information to drive management decisions

4.3 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 EAL 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.
- 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 confidentiality reasons
- EAL and the independent assessors may also be required to sign a confidentiality/nondisclosure agreement with the apprentice's employer

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 EAL (e.g. a training provider's premises)
- Video conferencing

The independent assessor will review the portfolio prior to the Professional Discussion and use it to prepare questions.

The independent 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.

The 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 assessor will use scenario-based questions from a bank of questions provided by EAL. 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 assessor generates themselves.
- Video conferencing can be used to conduct the Professional Discussion. EAL will need to verify the identity of the apprentice and ensure the apprentice is not being aided in some way.

The Professional Discussion has the following possible outcomes:

- Fail
- Pass
- Distinction

Professional Discussion Grading Descriptors

Pass Grading Descriptor	Distinction Grading Descriptor
P1 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	D1 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
P2 Explains their organisation's key operating procedures relating to people, their purpose and importance and how this applies to them	D2 Demonstrates how they have applied innovative strategies, approaches or methods in their role
P3 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)	D3 Demonstrates how they publicly celebrate successes, and how they create a culture in which people are not afraid to fail
P4 Describes how they have recruited and developed colleagues in the workplace	D4 Demonstrates that they have learned from setbacks
P5 Provides examples of where they have supported colleague development through coaching or mentoring	D5 Demonstrates how they have sought out opportunities for cross functional leadership outside area of immediate responsibility (e.g. CSR, mentoring, strategy/leadership/culture projects)
P6 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	D6 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
P7 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	D7 Demonstrates how they use day to day interactions to reinforce communication of wider organisation strategy
P8 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)	
P9 Explains how they approach colleagues and stakeholders to ensure collaboration and build trusting relationships. Describes where they have negotiated, influenced or managed conflict with stakeholders to achieve results	

Pass Grading Descriptor	Distinction Grading Descriptor
P10 Explains how they make informed decisions and accept responsibility for decisions and recognise the limit to their own authority. 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)	
P11 Explains how they drive change in all aspects of their work	
P12 Explains how they operate within organisational values and provides examples of when they have set an example and demonstrated their fairness, consistency and impartiality	
P13 Explains their approach to identifying issues, mitigating risks and solving problems, even in difficult situations	
P14 Explains how they have identified and shared good practice and worked collaboratively with others	
P15 Explains how they seek out feedback on their own performance and develop plans to address any areas for personal improvement	
P16 Explains how they communicate and cascade information effectively at all levels and to a diverse audience (e.g. to team members, peers, managers, other specialists)	
P17 Explains how they identify and share good practice and how they work collaboratively with their peers and with others	

Apprentices must meet all pass criteria to achieve a Pass.

Apprentices must meet all pass criteria and 4 out of 7 distinction criteria to achieve a Distinction.

Professional Discussion Knowledge, Skills and Behaviours

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

KSB Ref	KSB Statement
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
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
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
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
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

5.0 Final Grade

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

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:

Workplace Observation	Project, Presentation and Q&A	Professional Discussion	Overall Grading
Distinction	Distinction	Distinction	Distinction
Distinction	Distinction	Distinction	Merit
Distinction	Pass	Pass	Merit
Pass	Distinction	Distinction	Merit
Pass	Pass	Pass	Pass
Distinction	Pass	Pass	Pass
Pass	Distinction	Distinction	Pass
Pass	Pass	Pass	Pass

Independent assessors' decisions must be subject to **moderation** by EAL. Decisions **will not** be confirmed until after moderation.

6.0 Re-Sits and Re-takes

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

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

An apprentice who fails an assessment method, and therefore the EPA in the first instance, will be required to re-sit 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 EAL 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 EAL determines there are exceptional circumstances requiring a re-sit or re-take.

7.0 Internal Quality Assurance

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

- Appoint independent assessors who have knowledge of the following areas:
 - the assessor is required to have at least two years' experience in a manufacturing area relevant to that of the apprentice.
- Appoint independent assessors who have recent relevant experience of the occupation/sector at least one level above the apprentice gained in the last two years or significant experience of the occupation/sector.
- The assessor will have the following minimum skills, knowledge and occupational competence:
 - the assessor is expected to have a minimum of 2 years' experience in a level 5 role in a relevant manufacturing area.
 - the assessor is expected to complete a minimum of 3 days continuing professional development (CPD) relevant to their manufacturing area each year.
- Provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading.
- Have robust quality assurance systems and procedures that support fair, reliable and consistent assessment across the organisation and over time.
- Operate induction training and standardisation events for independent assessors when they begin working for EAL on this standard and before they deliver an updated assessment method for the first time.

8.0 Mapping of the Knowledge, Skills and Behaviours

KSB Ref	KSB Statement
OBS	Workplace Observation and Q&A
PPQ	Project, Presentation and Q&A
PD	Professional Discussion

KSB Ref	KSB Statement	Assessment Method
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Knowledge

K1	Principles of production/manufacturing techniques including: material handling systems, maintenance, production planning/scheduling, ergonomics, workplace study, plant organisation, decommissioning, Statistical Process Control, process types such as flow and batch, product/raw material principles	PPQ
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	PPQ
K3	Budgeting, forecasting and control of direct and indirect costs, fixed and variable costs including actual, accrued and committed costs	PPQ
K4	Lean operational and quality improvement practices such as workplace organisation, visual management, waste reduction and shop floor problem solving	PPQ
K5	Delivery of quality management and assurance systems	PPQ
K6	Problem definition: Cost of Poor Quality, problem analysis models such as Is/Is Not	PPQ
K7	Safe and professional working practices including health, safety, environment and legislative requirements relevant to the sector, the organisation and own role	PPQ
K8	Production procedures and regulations to meet legislative/organisational requirements	PPQ

KSB Ref	KSB Statement	Assessment Method
K9	Planning and project management principles, problem solving, relationship building and leading through KPIs	PPQ
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 identify the information required for decision making, how it should be gathered and reported	PPQ
K18	How to develop and present a case to management when requesting change including single page reporting	PPQ

Skills

S1	Undertake and direct production activities and operations	PPQ
S2	Propose, undertake, manage and coordinate changes to the product, production operations, processes and equipment, to improve productivity, efficiency and quality	PPQ
S3	Solve problems - predict and prevent failures through the analysis of data and information	PPQ
S4	Manage resources effectively to ensure their availability and the efficient running of department in line with organisational procedures	PPQ
S5	Deliver cost achievements against budget targets	PPQ

KSB Ref	KSB Statement	Assessment Method
S6	Plan resources to support variations in production schedules	PPQ
S7	Use KPIs as the basis of the continuous improvement cycle for quality, cost and volume achievement using lean operational and product improvement techniques	PPQ
S8	Undertake and manage quality resolutions as well as volume problem resolution	PPQ
S9	Manage health, safety and the environment within area of responsibility, ensuring staff are compliant with all requirements and driving improvements	PPQ
S10	Conduct workplace risk assessments, manage near-miss or similar processes, conduct investigations as necessary	PPQ
S11	Use project management tools to plan, organise and manage resources, to monitor progress, identify risks and mitigation	PPQ
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

KSB Ref	KSB Statement	Assessment Method
S23	Communicate effectively (verbal, non-verbal, written, digital) in manner relevant to the target audience	OBS
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	PPQ

Behaviours

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

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