



Part of the
Enginuity Group

EPA Apprenticeship Guidance

End-point Assessment Apprenticeship Guidance for: **Level 4 Process Leader**

Standard Reference: ST0695

End-point Assessment Plan: ST0695/AP01



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Document Amendments

Amendment Made	Issue Number	Effective From
New document	1	01.04.2020



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 ensure 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 Register of End-Point Assessment Organisations (RoEPAO).

Equal Opportunities and Diversity

EAL expects all employers to enable you 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>

Customer Service and Feedback

Customer service 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 Services Team:

EAL Customer Services

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Document Purpose

To ensure a consistent approach when carrying out the workplace observation, project, presentation and professional discussion across all independent assessment panel members, assessment sites, apprentices and assessment decisions.

This document, and its contents, will be used to **guide** you on the outcome of the assessment decisions.

It supports the Assessment Recording Document, which has been developed to record the outcome of your workplace observation, project, presentation and professional discussion and your overall grade. The Apprentice Recording Document is an auditable record of your End Point Assessment (EPA) activity.

This document should be used in conjunction with EAL's End-point Assessment Policies and Procedures Handbook.

Overview

The EPA is designed to enable you to demonstrate that you 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 you, and to allow them to assess to what extent you meet, or exceed, the level 4 process leader apprenticeship standard. The EPA (including all assessment methods) **must be completed within 5 months from confirmation that the apprentice has passed the gateway**. Any supporting material required for the EPA should be submitted at the Gateway.

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 you, assessors and employers, **must** refer to the following principle documents for the full details of the EPA requirements:

Level 4 Process Leader

- Apprenticeship Standard – STO695 (approved for delivery 4th March 2019).
- End-point Assessment Plan.

Both of which are currently available here: <https://www.instituteforapprenticeships.org/apprenticeship-standards/process-leader/>

Whilst elements of the Apprenticeship Standard and End-point Assessment Plan have been reproduced within this document under the following licence: <http://www.nationalarchives.gov.uk/doc/open-government-licence/version/3/>, it is the responsibility of the assessors to ensure that you are being assessed against the correct version of the Apprenticeship Standard and End-point Assessment Plan.

End-point Assessment Gateway

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

In addition to the employer's confirmation that you are working at or above the level in the occupational standard, the following gateway requirements **must** be met prior to you starting the EPA:

- You are deemed to be occupationally competent.
- You submitted a completed portfolio of evidence authenticated by employer.
 - 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. You must submit your portfolio of evidence to EAL as the EPAO at the Gateway.
 - The portfolio of evidence will comprise of naturally occurring evidence gathered during the on-programme period from your workplace, backed up by relevant company processes and procedures.
- You have achieved English and mathematics at level 2, as a minimum. For those with an education, health and care plan or a legacy statement, the apprenticeship's 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.

Independent assessment will ensure that the **Gateway Checklist** document (**Appendix 2**) has been completed to confirm the above requirements have been met.

Assessment Methods

The end-point assessment is made up of three elements, which are equally weighted:

1. Workplace observations (x2) and Q&A.
2. Project, presentation and Q&A.
3. Professional discussion (supported by portfolio of evidence).

The assessment methods can be delivered in any order.

Assessment Method 1: Workshop Observation and Q&A

(This Method has 1 component)

Method 1 Component 1: Workplace observations

Overview

You must be observed by an **end point assessor** completing work in your **normal workplace**, in which you will demonstrate the knowledge, skills and behaviours (KSBs) assigned to this assessment method. This will involve the end point assessor observing you **chairing two meetings** including questions for each observation. EAL as the EPAO will arrange for the observation to take place in consultation with your 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 you undertake **one or more duties** in the workplace. The assessment method is supplemented by the end point assessor asking you 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 you to complete a task at the end of this element of the EPA.

In advance of the observation, you 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 will observe you in your 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 assessor may extend the 30 minutes by up to **10%**, to allow you to complete the answer you 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.

Other relevant information

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

The full details of the workplace observation requirements can be found in the end-point assessment plan for this standard here: <https://www.instituteforapprenticeships.org/apprenticeship-standards/process-leader/>

Assessment Method 2: Project, Presentation and Q&A (This Method has 2 components)

Method 2 Component 1: Project

Overview

The project report and the presentation are assessed holistically.

The project is compiled **after** you have gone through the Gateway process.

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

Therefore, the project's subject, title and scope will be agreed between you, your employer and EAL as the EPAO.

The project should typically last 6 to 8 weeks.

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

The rationale for this assessment method is:

The project allows for a holistic assessment of a wide range of knowledge, skills & behaviours. This is a practical work-based project enabling you to demonstrate (and stretch) your skills. The project is also beneficial to the business tackling real business issues and challenges.

Delivery

You 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 your work meets the needs of the business, is relevant to your role and allows the relevant KSBs to be demonstrated for the EPA.
- The project should be sufficiently comprehensive to allow you to show the full range of your knowledge, skills and behaviours as required by this assessment method. It must demonstrate that you have applied what you have learnt, has understood and is able to connect your 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 your employer and EAL as the EPAO.

You will conduct your project and submit it to EAL as the EPAO after a maximum of **10 weeks** of the EPA start date.

Your employer will ensure you have 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 you and your 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 you and your line manager and selected from the project title and specification options provided by EAL as the EPAO.
- You 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, **your employer and you should verify the submitted work is your own work.**

Your employer will provide a statement confirming that the project has been led independently by you, that the work is authentic, and is representative of the work conducted by you on a day to day basis.

Marking

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

Method 2 Component 2: Presentation

Overview

You 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, EAL as the EPAO, must ensure appropriate measures are in place to prevent misrepresentation.

You will have **10 day(s)** following the submission of your project report to prepare, complete and submit the presentation.

The rationale for this assessment method is that the presentation compliments the project and replicates your 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 you to complete your 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 EAL as the EPAO, to confirm the end point assessor's understanding of the presentation and how it demonstrates the relevant knowledge, skills and behaviours.

To deliver the presentation, you 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 end point assessor and you must have access to the project report during the presentation.



- EAL as the EPAO must 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 as the EPAO must 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.

Venue

EAL as the EPAO must ensure that the presentation and questioning elements are conducted in a suitable controlled environment in any of the following:

- Employer's premises.
- Other suitable venue selected by EAL as the EPAO (e.g. a training provider).

Assessment Method 3: Professional Discussion

(This Method has 1 component)

Method 3 Component 1: Professional Discussion (Supported by a Portfolio of Evidence)

Overview

This assessment will take the form of a professional discussion, which must be appropriately structured to draw out the best of your 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 as the EPAO (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 end point assessor has the discretion to increase the time of the professional discussion by up to **10%** to allow the end point assessor and you to finish this method of assessment.

During the discussion, the end point assessor must combine questions from EAL as the EPAO'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 EAL as the EPAO. 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 EAL as the EPAO must have processes in place to verify the identity of you and ensure the you are not being aided in some way.

The end point assessor must use the assessment tools and procedures that are set by EAL as the EPAO to record the professional discussion.

The end point assessor will make all grading decisions.



Venue

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

Behaviours Assessment

You are expected to demonstrate the behaviors, as detailed within the assessment plan for the standard, throughout the end-point assessment. Furthermore, your portfolio will evidence the required behaviours of the apprenticeship. The expectation is that the end point assessor will utilise the professional discussion to assess the behaviours detailed within the assessment plan here:

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

Grading

Grading for each method

Grading for the workplace observation and Q&A:

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.

KSBs	Pass Grade Descriptors	Distinction Grade Descriptors
<p>S17 to S19 and S23 & S24</p>	<p>Demonstrates effective management of the meeting focusing on the agenda and agreeing actions and responsibilities.</p> <p>Demonstrates leading and communicating the management of change.</p> <p>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>Demonstrates a leadership style appropriate to the situation and audience.</p> <p>Demonstrates clear direction and leadership. Provides examples of how they have adapted their own leadership style to different production situations and people.</p> <p>Demonstrates effective communication and cascading of information in a manner relevant to the audience.</p> <p>Explains how they have used a different communication method (to the one observed) and why it was relevant.</p> <p>Demonstrates how to effectively chair meetings and uses a range of tools and media to communicate key points.</p> <p>Describes where they have chaired meetings and actively listened and given constructive feedback so that all team members feel engaged.</p> <p>Demonstrates effective communication when discussing issues/concerns including challenging others so that team members feels their issues are being addressed.</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 all these descriptors: Explains how adapting their own leadership style to suit different situations and people has had an impact on the outcome.</p> <p>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>Demonstrates impactful communication skills including pace, tone, animation, positivity that secures engagement from the audience.</p> <p>Uses day to day interactions in meetings to reinforce communication of wider organisation strategy.</p>
<p>Fail Grade Descriptor: The apprentice does not demonstrate the requirements for a pass.</p>		

Grading for the project, presentation and Q&A:

- 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

KSBs	Pass Grade Descriptors	Distinction Grade Descriptors
<p>K1 to K9, K17 and K18 and S1 to S11 and S25</p>	<p>Demonstrate how the project addresses a business problem or opportunity in the workplace by outlining the benefits to the business.</p> <p>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>Demonstrates how they have followed production procedures and used production/manufacturing techniques to undertake production activities and operations and solve problems.</p> <p>Demonstrates how they have managed resources effectively to deliver cost achievements and budget targets.</p> <p>Demonstrates how they have used different lean operational and quality improvement practices to achieve the overall project outcomes.</p> <p>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>Demonstrates own use of problem definition to undertake and manage quality resolutions and can illustrate with examples from their own practice.</p> <p>Describes how they have managed health, safety and the environment including legislative requirements within the project (e.g. risk assessments).</p> <p>Describes how they developed a clear project plan showing consideration of resources, evidence of systematic evaluation of project progress and risk assessment.</p> <p>Demonstrates how they successfully developed and presented their case for change to management.</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 4 of the following 7 distinction grade descriptors:</p> <p>Explains the wider impact of the project on the organisation.</p> <p>Explains future developments in the sector or process changes within their organisation and their impact on the business.</p> <p>Demonstrates how they effectively communicate ambiguity and scenario plan complex possible situations.</p> <p>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>Provides additional insights and depth of knowledge through answers to technical questions.</p> <p>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>Demonstrates how 3 or more lean and statistical problem-solving techniques (e.g. 5S, Kaizen, Root Cause Analysis, Kanban) have been applied.</p>



	<p>Demonstrates reasoned content and conclusions based on experience and robust data/information supporting each phase of the business project.</p> <p>Demonstrates how stakeholder management affected the outcome of the project.</p> <p>Explains how the project impacts on the business.</p> <p>Demonstrates how they have analysed data/information to compellingly and succinctly presented information to drive management decisions</p>	
Fail Grade Descriptor: The apprentice does not demonstrate the requirements for a pass.		

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

KSBs	Pass Grade Descriptors	Distinction Grade Descriptors
<p>K10 to K16, S12 to S16, S20 to S22 and B1 to B6</p>	<p>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>Explains their organisation’s key operating procedures relating to people, their purpose and importance and how this applies to them.</p> <p>Explains the theories of (people) performance management and how they can be applied in their own workplace.</p> <p>Supports explanation with examples from their own practice (e.g. improving productivity or managing an underperforming team member).</p> <p>Describes how they have recruited and developed colleagues in the workplace.</p> <p>Provides examples of where they have supported colleague development through coaching or mentoring.</p> <p>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>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>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>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.</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 4 of the following 7 distinction grade descriptors:</p> <p>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>Demonstrates how they have applied innovative strategies, approaches or methods in their role.</p> <p>Demonstrates how they publicly celebrate successes, and how they create a culture in which people are not afraid to fail.</p> <p>Demonstrates that they have learned from setbacks.</p> <p>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>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>Demonstrates how they use day to day interactions to reinforce communication of wider organisation strategy.</p>

	<p>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)</p> <p>Explains how they drive change in all aspects of their work.</p> <p>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>Explains their approach to identifying issues, mitigating risks and solving problems, even in difficult situations</p> <p>Explains how they have identified and shared good practice and worked collaboratively with others.</p> <p>Explains how they seek out feedback on their own performance and develop plans to address any areas for personal improvement.</p> <p>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).</p> <p>Explains how they identify and share good practice and how they work collaboratively with their peers and with others.</p>	
<p>Fail Grade Descriptor: The apprentice does not demonstrate the requirements for a pass.</p>		

Overall grading

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 you have not evidenced the required knowledge, skills and behaviours outlined in the Process Leader Apprenticeship Standard, then the standard has not been met and you have failed.

End point assessors must individually grade each assessment method according to the requirements set out in the end-point assessment plan for this standard. Restrictions on grading apply where you re-sit/re-take an assessment method – see re-sit/re-take section below.

The three assessment methods outlined are **equally** weighted in their contribution to the overall EPA grade. EAL as the EPAO will combine the grades of all three assessment methods to determine the overall EPA grade.

You will be graded Fail, Pass, Merit or Distinction. The final grade will be determined by collective performance in the three assessment methods within the End-point assessment. The end point assessor will combine the grades from the workplace observations and Q&A, project, presentation and Q&A and professional discussion (supported by portfolio of evidence) to determine the overall apprenticeship grade in line with the grading table below:

Assessment Method 1: Workplace observations and Q&A	Assessment Method 2: Project, presentation and Q&A	Assessment Method 3: Professional Discussion	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

A **fail** in **any** assessment method will result in an EPA **fail**.

End point assessors' decisions must be subject to **moderation** by EAL as the EPAO. Decisions **must not** be confirmed until **after moderation**.

The full details of the grading requirements, including: the area of the standard to be tested, the grade descriptors and the grading combinations table can be found in the end-point assessment plan for this standard here:

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

Re-sits and Re-takes

If you fail one or more assessment method, you 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.

You should have a supportive action plan to prepare for the re-sit or a re-take. Your employer will need to agree that a re-sit or re-take is an appropriate course of action.

If you fail any of the assessment methods, and therefore the EPA, in the first instance, you will be required to re-sit/re-take those failed assessment methods.

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 as the EPAO, exceptional circumstances apply outside the control of you or your employer.

Re-sits and re-takes **are not** offered to you if you want to move from pass to merit/distinction or merit distinction.

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

Roles and Responsibilities

There are five main roles involved in the end-point assessment process: **you**, the **employer**, the employer **training provider**, EAL as the **EPAO** and the **end point assessor**. A table listing their main responsibilities can be found in the end-point assessment plan for this standard here:

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

Appendix 1: Portfolio Matrix Recording Sheet

I confirm the information and evidence contained within this portfolio is my own work, relates to my performance and it is current and sufficient against the knowledge, skills and behaviours contained in the L4 Process Leader Apprenticeship Standard.

I can confirm that I authorise EAL as the EPAO to make the application for my apprenticeship certificate following successful outcome of End-Point Assessment.

Apprentice Name:

Click or tap here to enter text.

Apprentice Signature:



Date:

Click or tap to enter a date.

Employer Details:

I confirm that the information and evidence contained in this portfolio is the work of the apprentice, named above (tick)

Employer Name:

Click or tap here to enter text.

Employer Job Title:

Click or tap here to enter text.

Relationship to Apprentice:

Click or tap here to enter text.

Employer Signature:



Date:

Click or tap to enter a date.

Before completing the matrix below, please ensure you have read and understood the requirements for a reflective portfolio of evidence which have been outlined on pages 7-9 within the EPA Apprentice Guidance document.

The knowledge, skills and behaviours also relate to **Duties 1 -10** and the **Criteria for measuring performance** as stated in the Level 4 Process Leader Apprenticeship Standard:

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

Completed (✓)	Evidence Reference	Skills Code	Knowledge and Skills Statement	Assessment Method
<input type="checkbox"/>	Click or tap here to enter text.	K1	Principles of production/manufacturing techniques including: material handling systems, maintenance, production planning/scheduling, ergonomics, work place study, plant organisation, decommissioning, Statistical Process Control, process types such as flow and batch, product/raw material principles	2
<input type="checkbox"/>	Click or tap here to enter text.	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	2
<input type="checkbox"/>	Click or tap here to enter text.	K3	Budgeting, forecasting and control of direct and indirect costs, fixed and variable costs including actual, accrued and committed costs	2
<input type="checkbox"/>	Click or tap here to enter text.	K4	Lean operational and quality improvement practices such as workplace organisation, visual management, waste reduction and shop floor problem solving	2
<input type="checkbox"/>	Click or tap here to enter text.	K5	Delivery of quality management and assurance systems	2
<input type="checkbox"/>	Click or tap here to enter text.	K6	Problem definition: Cost of Poor Quality, problem analysis models such as Is/Is Not	2
<input type="checkbox"/>	Click or tap here to enter text.	K7	Safe and professional working practices including health, safety, environment and legislative requirements relevant to the sector, the organisation and own role	2
<input type="checkbox"/>	Click or tap here to enter text.	K8	Production procedures and regulations to meet legislative/organisational requirements	2
<input type="checkbox"/>	Click or tap here to enter text.	K9	Planning and project management principles, problem solving, relationship building and leading through KPIs	2
<input type="checkbox"/>	Click or tap here to enter text.	K17	How to identify the information required for decision making, how it should be gathered and reported	2
<input type="checkbox"/>	Click or tap here to enter text.	K18	How to develop and present a case to management when requesting change including single page reporting	2
<input type="checkbox"/>	Click or tap here to enter text.	S1	Undertake and direct production activities and operations	2
<input type="checkbox"/>	Click or tap here to enter text.	S2	Propose, undertake, manage and coordinate changes to the product, production operations, processes and equipment, to improve productivity, efficiency and quality	2
<input type="checkbox"/>	Click or tap here to enter text.	S3	Solve problems - predict and prevent failures through the analysis of data and information	2

<input type="checkbox"/>	Click or tap here to enter text.	S4	Manage resources effectively to ensure their availability and the efficient running of department in line with organisational procedures	2
<input type="checkbox"/>	Click or tap here to enter text.	S5	Deliver cost achievements against budget targets	2
<input type="checkbox"/>	Click or tap here to enter text.	S6	Plan resources to support variations in production schedules	2
<input type="checkbox"/>	Click or tap here to enter text.	S7	Use KPIs as the basis of the continuous improvement cycle for quality, cost and volume achievement using lean operational and product improvement techniques	2
<input type="checkbox"/>	Click or tap here to enter text.	S8	Undertake and manage quality resolutions as well as volume problem resolution	2
<input type="checkbox"/>	Click or tap here to enter text.	S9	Manage health, safety and the environment within area of responsibility, ensuring staff are compliant with all requirements and driving improvements	2
<input type="checkbox"/>	Click or tap here to enter text.	S10	Conduct workplace risk assessments, manage near-miss or similar processes, conduct investigations as necessary	2
<input type="checkbox"/>	Click or tap here to enter text.	S11	Use project management tools to plan, organise and manage resources, to monitor progress, identify risks and mitigation	2
<input type="checkbox"/>	Click or tap here to enter text.	S25	Analyse data/information to compellingly and succinctly present information to drive management decisions	2
<input type="checkbox"/>	Click or tap here to enter text.	K10	Employment law, employee rights and responsibilities, organisation staff management policies/procedures for e.g. recruitment, performance, development, discipline, grievance, equality/diversity, industrial relations.	3
<input type="checkbox"/>	Click or tap here to enter text.	K11	Theories of performance management and their use and organisations tools and policies for managing teams.	3
<input type="checkbox"/>	Click or tap here to enter text.	K12	The theory of managing, motivating and developing people.	3
<input type="checkbox"/>	Click or tap here to enter text.	K13	The purpose of organisational vision and goals and how these apply to teams.	3
<input type="checkbox"/>	Click or tap here to enter text.	K14	Awareness of the differing strengths team members have and how these can be effectively applied in the workplace.	3
<input type="checkbox"/>	Click or tap here to enter text.	K15	Approaches to colleague, stakeholder/ supplier relationship management including collaboration, negotiation, influencing, managing conflict, and networking.	3
<input type="checkbox"/>	Click or tap here to enter text.	K16	How to communicate and cascade information effectively at all levels and to a diverse audience.	3
<input type="checkbox"/>	Click or tap here to enter text.	S12	Recruit the right people into the right job.	3
<input type="checkbox"/>	Click or tap here to enter text.	S13	Develop, build and motivate teams by identifying strengths and enabling training and development within the workplace.	3
<input type="checkbox"/>	Click or tap here to enter text.	S14	Recognise excellence, effectively manage performance, discipline, attendance, grievance.	3
<input type="checkbox"/>	Click or tap here to enter text.	S15	Manage industrial relations and equality and diversity.	3

<input type="checkbox"/>	Click or tap here to enter text.	S16	Support development through coaching and mentoring.	3
<input type="checkbox"/>	Click or tap here to enter text.	S20	Build and maintain strong relationships across different disciplines. Negotiate and influence. Manages conflict	3
<input type="checkbox"/>	Click or tap here to enter text.	S21	Identify and share good practice, work collaboratively	3
<input type="checkbox"/>	Click or tap here to enter text.	S22	Utilise specialist advice and support to deliver plans.	3
<input type="checkbox"/>	Click or tap here to enter text.	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.	3
<input type="checkbox"/>	Click or tap here to enter text.	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.	3
<input type="checkbox"/>	Click or tap here to enter text.	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.	3
<input type="checkbox"/>	Click or tap here to enter text.	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.	3
<input type="checkbox"/>	Click or tap here to enter text.	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.	3
<input type="checkbox"/>	Click or tap here to enter text.	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.	3

Appendix 2: Gateway Checklist

The EPA must only start once the **employer is satisfied** that you are consistently working at, or above, the level set out in the occupational standard; that means you have achieved occupational competence. In making this decision, the employer may take advice from your training provider(s) but the decision must ultimately be made solely by the employer.

In addition to the **employer's confirmation** that you are working at or above the level in the occupational standard, the following gateway requirements must be met prior to you starting the EPA:


The apprentice has:	Evidence reference	Employer/provider confirmation (✓)	EPAO confirmation (✓)
Deemed to be occupationally competent.	Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>
Agreed project activity with employer and with EPAO, which is relevant to the apprentice's workplace.	Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>
¹Achieved a minimum level 2 English	Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>
¹Achieved a minimum level 2 Maths	Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>
²Submitted a completed portfolio of evidence authenticated by employer	Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>

¹For those with an education, health and care plan or a legacy statement, the apprenticeships English and mathematics minimum requirement is Entry Level 3. British Sign Language qualifications are an alternative to English qualifications for whom this is their primary language.

²Sufficient evidence in the form of a reflective portfolio authenticated by employer to allow the apprentice to consistently demonstrate knowledge, skills and behaviours as described in the standard. The Employer will be required to confirm that the reflective portfolio provides an accurate representation of work carried out by the apprentice and has not been embellished. Each **knowledge, skills and behaviour (KSB)** statements must be evidenced (evidence can be provided through a range of sources, for example work reviews, department feedback) and mapped to the relevant KSBs. Each piece of evidence will cover multiple KSBs. **Please refer to the assessment plan for this standard for full details.**

Employer declaration

I confirm that the evidence presented is authentic and is an output from the apprentice's own work activity and I am satisfied that they have met all gateway requirements.

Employer signature: 

Date: Click or tap to enter a date.



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