

Policy Officer (Level 4)

Assessment Plan

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Introduction

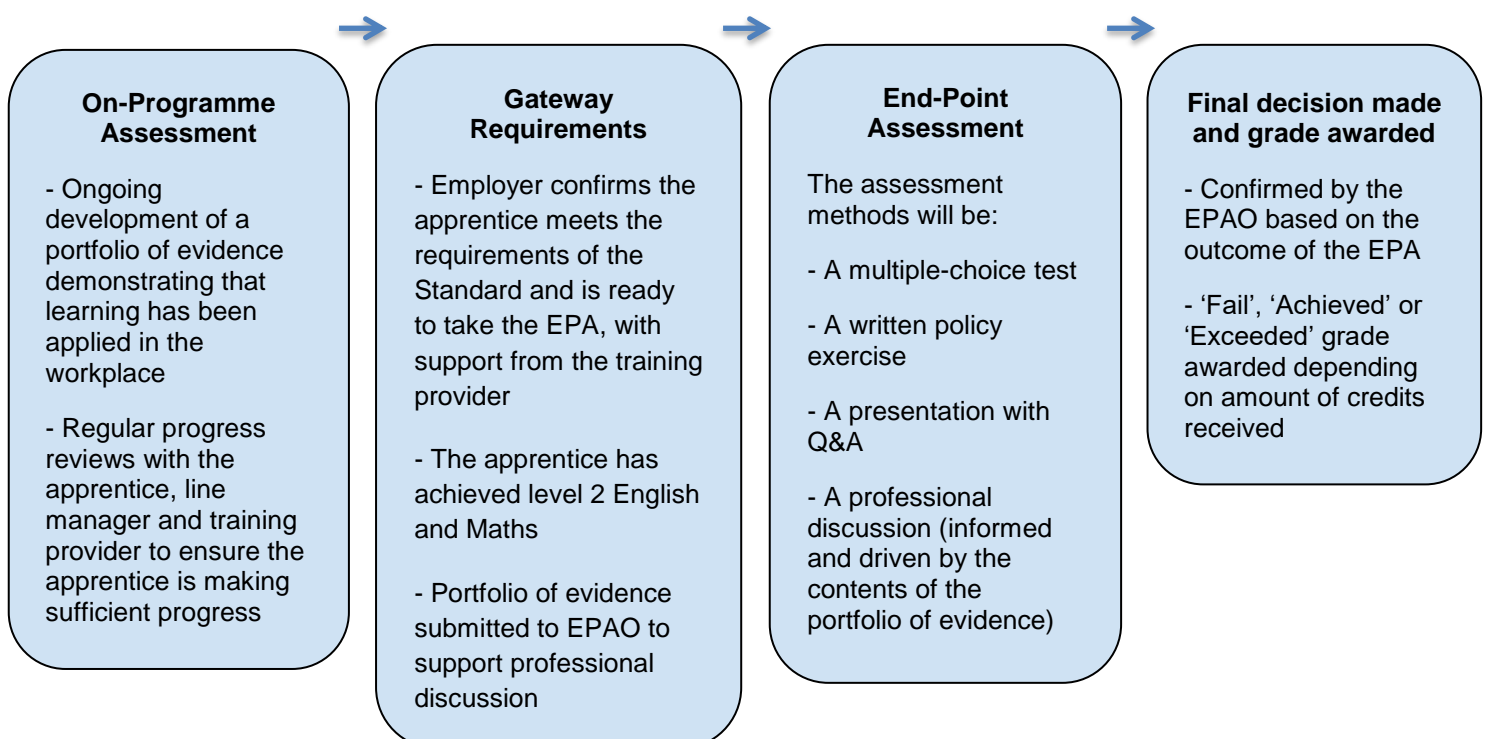
Policy officers, regardless of sector or organisation, will typically be responsible for engaging and interacting with government policy. Policy officers in the public sector will likely be involved in the development, implementation and evaluation phases of policymaking. Policy officers in private or third sector organisations will likely engage with policymakers including Government, Parliamentarians and industry groups to contribute to or influence policymaking. Typical job titles for this role could include policy officer, policy administrator, policy adviser, policy support, political affairs officer, public affairs officer, drafting officer and correspondence manager.

This apprenticeship has been designed to develop policy officers' knowledge and understanding of government and how their role fits into the bigger picture of shaping the policies which affect and impact the general public.

This apprenticeship is suitable for those who have had no or little previous experience in the field of policy and wish to develop their knowledge and skills further to progress their careers in policy.

This assessment plan will ensure that apprentices are fairly and thoroughly assessed based on the knowledge, skills and behaviours set out in the Standard, irrespective of whichever training provider is delivering the apprenticeship and whichever organisation is delivering the End-Point Assessment (EPA).

Overview of Assessment Process



Assessment Process

Each training provider will develop its own apprenticeship programme that will meet the required outcomes set out in the Standard and the assessment plan.

On-Programme Assessment

The apprentice will be required to produce a portfolio of evidence during the apprenticeship, which should be reviewed regularly by the apprentice, line manager and training provider, to ensure it contains the apprentice's best work and will support a thorough assessment of the professional discussion.

Employers should ensure that the portfolio provides an accurate representation of the work carried out by the apprentice.

The minimum requirements for the portfolio of evidence are:

- **1 line manager testimony per learning area in Annexes A, B and C** - identifying how the apprentice has demonstrated competence of the 8 learning areas to be assessed in the professional discussion;
- **4 stakeholder testimonies to cover 4 out of the 8 learning areas in Annex C** - this will include feedback on the apprentice's ability to work with others and on their general performance;
- **4 workplace observations to cover 4 out of the 8 learning areas in Annex C** - these should be conducted by the training provider;
- **Case studies and screenshots of work-based tasks** undertaken throughout the apprenticeship;
- **1 brief summary (no more than 500 words) of the apprentice's organisation** - this should include the role of the organisation; key aims and objectives; basic structures; and how their role fits into it.

Separately, it is recommended that apprentices have formal progress reviews with their line manager and the training provider to discuss feedback on performance both in their job role and on the apprenticeship to identify any development needs.

Gateway Requirements

Apprentices will be required to achieve level 2 qualifications in English and Mathematics in advance of taking the EPA. This can be done either before or during the apprenticeship.

The employer will make the final decision as to when the apprentice is ready to take the EPA, with input from the training provider.

The employer will confirm that the apprentice is delivering the knowledge, skills and behaviours needed to meet the Standard.

The apprentice will submit the portfolio of evidence to the training provider at the Gateway, which will then be passed on to the EPAO at least two months ahead of the EPA.

If the employer decides that the portfolio in its entirety does not yet contain sufficient evidence for the professional discussion then the apprentice will not progress to the EPA at this stage.

On receiving the portfolio, the EPAO will then review the content and decide on the questions to be asked during the professional discussion, based on the submitted evidence.

This decision as to when the apprentice is ready to take the EPA will be based on:

- The apprentice having achieved level 2 qualifications in English and Mathematics;
- Completion of the portfolio of evidence to a satisfactory standard;
- The employer, with input from the training provider and apprentice, agreeing that the apprentice is ready for assessment.

End-Point Assessment

What will be assessed?

The full range of the knowledge, skills and behaviours required for a policy officer, as set out in the Standard, will be assessed during the EPA.

When will the apprentice be assessed?

A typical timeline from Gateway to EPA would be:

Month	Activity
20	Apprentice submits portfolio of evidence to training provider
21	Employer, supported by the training provider, makes a decision on readiness to take EPA and the training provider submits portfolio of evidence to the EPAO
21	Date for EPA confirmed by the EPAO

23	Briefings and presentation question given to apprentice by the EPAO
24	Apprentice takes EPA

How will the apprentice be assessed?

A selection of knowledge and skills set out in the Standard will be assessed in a multiple-choice test and a written policy exercise. A presentation with Q&A and a professional discussion will each provide a synoptic assessment of a range of knowledge, skills and behaviours.

The EPAO will be responsible for creating a bank of questions to be used for the various assessment methods. A bank of resource materials will also need to be created for the written policy exercise. The bank of questions must be large enough and refreshed frequently enough as to mitigate predictability.

The four methods of assessment can take place in any order and on the same or on different days, whichever is most practical and cost-effective. The multiple-choice test and written policy exercise may be delivered online or be paper-based. The presentation with Q&A and professional discussion may be conducted face to face or via live media.

The apprentice must adhere to all stipulated time limits unless special arrangements have been made and agreed upon by the training provider and the EPAO beforehand.

1. Multiple-choice test

The multiple-choice test will test the knowledge that the apprentice has acquired during their time on the apprenticeship programme.

The test will be carried out in a suitable controlled / quiet environment approved by the EPAO with an independent invigilator. Where the test is remote / digital, suitable steps must also be taken to ensure the identity of the apprentice.

The test will consist of 30 multiple-choice questions, 5 from each of the following learning areas:

- Political Environment
- Contextual Factors
- Programme and Project Management
- Commercial Awareness
- Consultation Process

- Policy Delivery

Each question will have 4 options with 1 correct answer. The apprentice will receive 1 mark per correct answer and will not be negatively marked for an incorrect answer.

The maximum duration for this element of the EPA is 45 minutes.

2. Written Policy Exercise

The written policy exercise will focus on testing a range of knowledge and skills developed over the apprenticeship programme. These are listed in Annex A.

The test will be taken in a suitable controlled environment agreed by the EPAO.

One month ahead of the EPA the apprentice will receive a brief from the EPAO. This will explain the format of the written exercise but will not include the specific questions that the apprentice will answer.

The exercise will consist of 2 essay-style questions, based on different fictitious scenarios.

This element of the EPA will take 90 minutes to answer in total, allowing 45 minutes per question. No total word limit should be enforced, in order to assess the apprentice's ability to succinctly and competently make an argument through their own writing style.

3. Presentation with Q&A

One month in advance of the presentation date the apprentice will receive a brief from the EPAO, detailing the format of the assessment and the presentation question. The question will be set by the EPAO and should focus on aspects of the policy lifecycle, including the development, implementation and evaluation phases of a policy, as described in the Standard.

The presentation can be delivered with or without slides, supporting documents and speaking notes.

Immediately following the presentation, the apprentice will provide responses to a series of follow-up questions from the panel based on the presentation, in order to confirm understanding of the learning area and explore arguments in more depth. The independent assessor will decide on the number of questions to be asked, but these questions should be used to fill any gaps where the apprentice has not covered criteria in the presentation itself,

or be used to test for higher-grade competency if minimum number of 'Achieved' criteria has been met.

The presentation and Q&A should each be 10 minutes in length, +/- 1 minute.

4. Professional discussion

The purpose of the professional discussion is to:

- Explore aspects of the apprentice's work, including how it was carried out, in more detail, testing their application of the knowledge, skills and behaviours in the standard;
- Confirm and validate judgements about the quality of work;
- Provide a basis for the independent assessor to assess performance holistically across a range of KSBs.

There will be a particular focus on the behaviours set out in the Standard and how the apprentice has demonstrated these through their application of skills and knowledge and understanding of their own organisation.

The EPAO will receive the portfolio of evidence two months prior to the EPA, which will allow the assessor to review the content of the portfolio and establish areas for further exploration in the professional discussion. A minimum of 1 question per learning area should be prepared. Follow-up questions may be asked to enable the apprentice to fully demonstrate evidence that meets 'Achieved' and/or 'Exceeded' criteria.

One month in advance of the EPA, the EPAO will provide the apprentice with a structured brief outlining the key learning areas that the professional discussion will cover.

The professional discussion should be 50 minutes in length, +/- 5 minutes.

Final Assessment and Grading

Multiple-choice test

The multiple-choice test will be marked out of 30. The table below sets out the grade boundaries according to marks awarded:

Total Mark	Grade
24 – 30	Exceeded

18 – 23	Achieved
Less than 18	Fail

Written Policy Exercise

The high-level criteria for each grade, for this element of the EPA, is indicated in Annex A.

Presentation with Q&A

The high-level criteria for each grade, for this element of the EPA is indicated in Annex B.

Professional discussion

The high-level criteria for each grade, for this element of the EPA, is indicated in Annex C.

EPA Grading

The EPAO will be responsible for grading apprentices as 'Fail', 'Achieved' or 'Exceeded', based on the recommendation made by the assessment panel. The overall grade awarded will be based on the grades achieved in the individual components of the EPA.

After each element of the EPA, the assessment panel should use the appropriate annex listed at the back of the EPA plan to determine whether the apprentice has obtained 'exceeded', 'achieved' or 'fail' for that element of the EPA. The level should then be converted into numerical credits using the table below.

For example, an apprentice is awarded an 'exceeded' level for the multiple-choice. This equates to 2 credits. The same apprentice is awarded an 'achieved' level for the written policy exercise. This also equates to 2 credits.

Level obtained	Multiple-choice test	Written Policy Exercise	Presentation with Q&A	Professional discussion
Exceeded	2 credits	4 credits	6 credits	6 credits
Achieved	1 credit	2 credits	3 credits	3 credits
Fail	0 credits	0 credits	0 credits	0 credits

Once all components of the EPA have been undertaken by the apprentice, the assessment panel should calculate the overall score by adding together the credits awarded.

This total will then equate to a final grade as per the table below:

Total Number of Credits	Final Apprenticeship Grade
14 – 18	Exceeded
9 – 13	Achieved
0 – 8	Fail

If the apprentice has failed any element of the EPA, a 'Fail' should be awarded overall, regardless of the total number of credits obtained. In order to pass the EPA, the apprentice will have the opportunity to re-take the failed element, however the overall grade will be capped at 'Achieved'.

Example scenarios:

1. An apprentice receives an 'Exceeded' in both the presentation with Q&A (6 credits) and the Written Policy Exercise (4 credits). They receive 66% in the multiple-choice test, which is equivalent to an 'Achieved' (1 credit) and they also receive an 'Achieved' in the professional discussion (3 credits). When all elements of the EPA are completed and the credits are added together the apprentice would have a total of 14 credits (6+4+1+3) and would therefore be awarded an 'Exceeded' grade overall.

2. An apprentice sits the multiple-choice test and receives 68%, which is equivalent to an 'Achieved' grade (1 credit). The apprentice receives an 'Exceeded' in the Written Policy Exercise (4 credits), an 'Exceeded' in the presentation with Q&A (6 credits) and a 'Fail' in the professional discussion (0 credits). Although this totals 11 credits (1+4+6+0), as one element of the assessment was a 'Fail', a 'Fail' grade will be awarded overall. The apprentice will be able to re-take the failed component of the EPA within six months, but regardless of credits obtained, the overall grade will be capped at 'Achieved'.

Re-takes/re-sits

If an apprentice has failed the EPA, further learning should be delivered by the training provider and undertaken before a re-take can take place. As a minimum, this further learning should at least include a reflective discussion between the training provider, employer and apprentice on what and why the apprentice failed, and what additional support is required for the apprentice to pass the re-take.

The multiple-choice test, written policy exercise, presentation with Q&A and the professional discussion can be re-taken individually within six months of the EPA period. Beyond this time period, the EPA must be re-taken in its entirety.

Apprentices who pass the EPA cannot re-take it in order to achieve a higher grade. Apprentices who do re-take any element of the EPA will have their overall grade capped at 'Achieved', unless in exceptional personal circumstances where an agreement has been made between the employer, training provider and EPAO that the apprentice failed due to specific reasons beyond their control.

The EPAO will need to set different questions for the re-take. Any relevant briefs should be provided to the apprentice at least one month in advance of the re-take date.

Re-sits, where no further learning takes place, are susceptible to the same prerequisites as re-takes, which are set out above.

Who will assess the apprentice?

The EPA will be led by the independent assessor, who will be from an EPAO, which has been approved by the Education and Skills Funding Agency and is on the Register of end-point assessment organisations. The selected EPAO will be wholly responsible for conducting all aspects of the EPA.

The assessment panel will consist of no more than three members. As a minimum, the panel will consist of the independent assessor - who will be from the EPAO, will have assessment experience and a relevant qualification, and will act as panel chair; and a representative from the employer, who has at least three years of policy knowledge and experience. The representative from the employer will confirm the validity of any information provided by the apprentice and will provide guidance on employer policy and practice, when requested by the assessor. The representative from the employer will not be responsible for delivering any element of the EPA or making grading decisions and must not have worked closely with the apprentice. It will be the responsibility of the EPAO to ensure that this policy expertise is represented on the panel and it is expected that the employer will work with the EPAO to arrange this.

Following each element of the EPA, the independent assessor will mark the apprentice. Once all elements of the EPA have been marked and the total number of credits calculated, the independent assessor will award the apprentice's final grade.

End-Point Assessment - final judgement

The EPAO will make the final decision as to whether the apprentice has passed the EPA, and at what grade, based on the recommendations provided by the independent assessor.

Independence

The independent assessor should not have any relationship with either the apprentice, the employer or the training provider, therefore they will have no involvement in the delivery of on-programme activities and assessments.

The EPAO will ensure that its assessors have no conflicts of interest in the EPA to ensure independent assessment of the apprentice is in place.

The independence of the EPAO selected is assured through the use of the Education and Skills Funding Agency Register of end-point assessment organisations and the selected EPAO complying with the internal and external quality assurance requirements set out in this assessment plan.

Roles and Responsibilities

Role	Responsibilities
End-point assessment organisation (EPAO)	<ul style="list-style-type: none"> • Will create, store and update, as required, a bank of assessment material and questions; • Will review the portfolio of evidence to support the professional discussion; • Will provide a suitable independent assessor to chair the assessment panel; • Will be responsible for ensuring policy expertise is represented on the panel in some form (usually through the employer); • Will carry out the entire EPA; • Their independent assessor will make the assessment on whether the apprentice has met the Standard, passed the EPA, and at what grade.
Employer	<ul style="list-style-type: none"> • Will support the apprentice in the workplace and ensure readiness for the EPA; • Will provide an individual with policy experience to sit on the assessment panel;

	<ul style="list-style-type: none"> • When requested by the assessor, will confirm the validity of information provided by the apprentice during the EPA; • When requested by the assessor, will provide guidance to the assessor on employer policy and practice; • Will not influence the EPA or grading decision.
Training provider	<ul style="list-style-type: none"> • Will work with the employer to ensure the apprentice is ready for the EPA; • Will support the apprentice in compiling the portfolio of evidence and conduct regular reviews of the portfolio; • Will not take part in the EPA activities.

Quality Assurance

The assessment methods described above are designed to produce outcomes that are consistent and reliable, regardless of the type and size of organisation. There should be a fair and proper comparison between apprentices and this section ensures a consistent application of the Standard and the assessment processes.

Internal Quality Assurance (IQA)

All EPAOs must be registered on the Education and Skills Funding Agency Register of end-point assessment organisations. The EPAO will be selected by the employer.

The EPAO will be responsible for assuring the quality and standardisation of the EPA by using a range of internal quality assurance processes. These will include:

- Ensuring independent assessors are trained on the application of the assessment criteria and in the conduct of the assessment;
- Operating regular standardisation events that enable assessors to attend a minimum of one per year;
- Operating moderation of assessment activity and decisions through the examination of documentation and observation of activity, with a minimum of 20% of each independent assessor's assessments moderated;

- Where necessary, scheduling ad-hoc standardisation meetings in response to challenge from particular employers and/or apprentices to verify marking processes and assessment decisions;
- Recording the outcomes of all standardisation meetings and continuously reviewing the implementation of, and adherence to, agreed outcomes;
- Contributing to regional or national standardisation meetings with other EPAOs;
- Being responsive to queries from employers and/or apprentices and providing a complaints and appeals procedure;
- Seeking feedback from employers and training providers as to satisfaction with the service provided;
- Responding to any issues that may arise from feedback by managing the improvement of quality of assessment practice.

External Quality Assurance (EQA)

EQA will be provided by Ofqual.

Implementation

Affordability

The methods of assessment chosen and presented in this assessment plan offer a robust and affordable assessment solution, ensuring the best use of management time, regular monitoring of development throughout the apprenticeship and an effective holistic assessment of knowledge, skills and behaviours.

In developing the assessment plan, costs and practicality have been considered, minimising time and impact on both the apprentice and employer. This plan offers a practical outline for effective EPA that can be delivered at reasonable cost, regardless of employer/organisation size and the number of apprentices.

It is recommended that technology is used to minimise costs, where appropriate, for example to develop the portfolio of evidence and in the delivery of the multiple-choice test. To maximise cost-effectiveness, the presentation with Q&A and the professional discussion will ideally be delivered on the same or consecutive days when the panel is available. This will ensure that the independent assessor's time is maximised. A suitable assessment venue should be agreed between the employer and EPAO that takes into account value for money and travel time for both the independent assessor and the apprentice.

The EPA is estimated to cost no more than 20% of the overall cost of delivering the apprenticeship.

Consistency

The EPA has been designed to produce assessment outcomes that are consistent and reliable across all sectors, allowing for fair and proper comparison between apprentices employed in organisations of different types, sizes and locations. The internal and external quality assurance processes detailed in this assessment plan will ensure this consistency is maintained by all employers, training providers and EPAOs.

Volumes

There is significant demand for the apprenticeship from a range of employers. It is expected that there will be at least 250 apprentices undertaking the apprenticeship within the first and second years of it being available, with increasing uptake thereafter.

Annex A

Written Policy Exercise Assessment Criteria

	<u>Failed</u>	<u>Achieved</u>	<u>Exceeded</u>
Knowledge	Apprentice demonstrated less than 5 'Achieved Criteria' listed below	Apprentice demonstrated 5 or more 'Achieved Criteria' listed below	Apprentice demonstrated 5 or more 'Achieved Criteria' + 3 or more 'Exceeded Criteria' listed below
Skills	Apprentice demonstrated less than 5 'Achieved Criteria' listed below	Apprentice demonstrated 5 or more 'Achieved Criteria' listed below	Apprentice demonstrated 5 or more 'Achieved Criteria' + 2 or more 'Exceeded Criteria' listed below

<u>Learning Area</u>	<u>Failed</u>	<u>Achieved Criteria</u>	<u>Exceeded Criteria</u>
Contextual Factors (<i>Knowledge</i>)	Apprentice demonstrated less than 5 'Achieved Criteria'	<ul style="list-style-type: none"> Identifies at least three contextual factors (PESTLE) that need to be taken into account 	<ul style="list-style-type: none"> Identifies at least two risks of each of the three selected PESTLE factors
Policy Delivery (<i>Knowledge</i>)		<ul style="list-style-type: none"> Articulates intended outcomes of policy Identifies the key timescales and delivery plan for policy Articulates basic delivery systems available 	<ul style="list-style-type: none"> Identifies reputational risks associated with poor delivery Demonstrates awareness and consideration of the delivery environment

		<ul style="list-style-type: none"> Identifies at least two appropriate success measures 	
Commercial Awareness <i>(Knowledge)</i>		<ul style="list-style-type: none"> Demonstrates an understanding of value for money Demonstrates awareness of how commercial principles and practices interact within policy area 	<ul style="list-style-type: none"> Demonstrates how value for money is delivered in practice e.g. costs and benefits of options, business cases etc.
Consultation Process <i>(Knowledge)</i>		<ul style="list-style-type: none"> Identifies at least two different methods of consultation Identifies an appropriate timeline for consultation 	<ul style="list-style-type: none"> Indicates why some stakeholders are more influential
Evidence-based problem solving <i>(Skill)</i>	Apprentice demonstrated less than 5 'Achieved Criteria'	<ul style="list-style-type: none"> Defines the policy problem Demonstrates use of evidence to test a hypothesis 	<ul style="list-style-type: none"> Identifies at least one limitation of evidence
Evaluation <i>(Skill)</i>		<ul style="list-style-type: none"> Explains the importance of objectivity Interprets simple descriptive statistics, including graphs and tables 	<ul style="list-style-type: none"> Identifies at least two of the most appropriate stakeholders to engage in further evaluation
Presentation Skills <i>(Skill)</i>		<ul style="list-style-type: none"> Writes engaging and clear documents Presents information in the correct format, considering purpose and audience Uses correct spelling, grammar and punctuation 	<ul style="list-style-type: none"> Writes a well-structured argument with coherent flow

Communicating with Influence <i>(Skill)</i>		<ul style="list-style-type: none">• Articulates the core of the message• Uses appropriate language throughout written communication	<ul style="list-style-type: none">• Desmonstrates adaptability of style and tone of writing to suit the audience
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Annex B

Presentation with Q&A Assessment Criteria

	<u>Failed</u>	<u>Achieved Criteria</u>	<u>Exceeded Criteria</u>
Knowledge	Apprentice demonstrated less than 7 'Achieved Criteria' listed below	Apprentice demonstrated 7 or more 'Achieved Criteria' listed below	Apprentice demonstrated 7 or more 'Achieved Criteria' + 5 'Exceeded Criteria' listed below
Skills	Apprentice demonstrated less than 7 'Achieved Criteria' listed below	Apprentice demonstrated 7 or more 'Achieved Criteria' listed below	Apprentice demonstrated 7 or more 'Achieved Criteria' + 3 'Exceeded Criteria' listed below
Behaviours	Apprentice demonstrated less than 2 'Achieved Criteria' listed below	Apprentice demonstrated 2 or more 'Achieved Criteria' listed below	Apprentice demonstrated 2 or more 'Achieved Criteria' + 1 or more 'Exceeded Criteria' listed below

<u>Learning Area</u>	<u>Failed</u>	<u>Achieved Criteria</u>	<u>Exceeded Criteria</u>
Policy Area (<i>Knowledge</i>)	Apprentice demonstrated less than 7 'Achieved Criteria'	<ul style="list-style-type: none"> • Explains the history of the policy area • Outlines at least one key policy aims • Identifies the primary challenges and issues • Identifies three key stakeholders 	<ul style="list-style-type: none"> • Explains and applies previous lessons learnt • Recommends appropriate next steps • Makes links with related areas of policy development

Contextual Factors <i>(Knowledge)</i>		<ul style="list-style-type: none"> Identifies at least three contextual factors (PESTLE) that might influence policy Articulates the importance of considering contextual factors 	<ul style="list-style-type: none"> Articulates the way in which contextual factors can impact on policy Identifies at least two risks of each of the three selected PESTLE factors
Consultation Process <i>(Knowledge)</i>		<ul style="list-style-type: none"> Articulates the purpose of consultation Explains the value of consultation in policy making process 	<ul style="list-style-type: none"> Explains why some stakeholders are more influential than others
Policy Delivery <i>(Knowledge)</i>		<ul style="list-style-type: none"> Articulates intended policy outcomes Outlines at least one of the basic delivery systems available Articulates the importance of measuring progress and success Identifies at least two reputational risks associated with poor delivery 	<ul style="list-style-type: none"> Outlines the benefits of user-centred or experience-based design Discusses the delivery environment in depth
Evidence Gathering <i>(Skill)</i>	Apprentice demonstrated less than 7 'Achieved Criteria'	<ul style="list-style-type: none"> Explains the role of statistics and analysis in evidence gathering Demonstrates use of key statistics for own policy area 	<ul style="list-style-type: none"> Explains the importance of gathering evidence from a diverse range of sources
Evidence-based problem solving <i>(Skill)</i>		<ul style="list-style-type: none"> Defines the policy problem Demonstrates application of basic problem-solving techniques 	<ul style="list-style-type: none"> Identifies at last one limitation of evidence

		<ul style="list-style-type: none"> • Demonstrates use of evidence to test a hypothesis 	
Evaluation <i>(Skill)</i>		<ul style="list-style-type: none"> • Articulates the importance of evaluating outcomes • Identifies at least three stakeholders to engage in evaluation • Explains the importance of objectivity when evaluating 	<ul style="list-style-type: none"> • Outlines which two evaluation methods are most useful in the given circumstances and explain why • Explains the outcome of previous evaluations of the policy
Presentation Skills <i>(Skill)</i>		<ul style="list-style-type: none"> • Clearly articulates key messages • Speaks with confidence when presenting • Considers and prepares for follow-up questions 	<ul style="list-style-type: none"> • Maintains confident communication throughout, including during questions • Able to expand on issues raised in follow up questions and offer wider / more detailed answers or potential risks / benefits
Communicating with Influence <i>(Skill)</i>		<ul style="list-style-type: none"> • Uses tone of voice and body language to communicate effectively 	
Looking to the future <i>(Behaviour)</i>	Apprentice demonstrated less than 2 'Achieved Criteria'	<ul style="list-style-type: none"> • Articulates importance of considering future trends and influences • Identifies two risks and two opportunities associated with policy area 	<ul style="list-style-type: none"> • Identifies and articulates patterns and trends that may help to solve future problems

		<ul style="list-style-type: none"> • Demonstrates evidence of planning for at least two outcomes 	
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Annex C

Professional Discussion Assessment Criteria

	<u>Failed</u>	<u>Achieved</u>	<u>Exceeded</u>
Knowledge	Apprentice demonstrated less than 2 'Achieved Criteria' listed below	Apprentice demonstrated 2 or more 'Achieved Criteria' listed below	Apprentice demonstrated 2 or more 'Achieved Criteria' + 1 or more 'Exceeded Criteria' listed below
Skills	Apprentice demonstrated less than 4 'Achieved Criteria' listed below	Apprentice demonstrated 4 or more 'Achieved Criteria' listed below	Apprentice demonstrated 4 or more 'Achieved Criteria' + 1 or more 'Exceeded Criteria' listed below
Behaviours	Apprentice demonstrated less than 12 'Achieved Criteria' listed below	Apprentice demonstrated 12 or more 'Achieved Criteria' listed below	Apprentice demonstrated 12 or more 'Achieved Criteria' + 5 or more 'Exceeded Criteria' listed below

<u>Learning Area</u>	<u>Failed</u>	<u>Achieved Criteria</u>	<u>Exceeded Criteria</u>
		Able to discuss:	Able to discuss:

Organisation (<i>Knowledge</i>)	Apprentice demonstrated less than 2 'Achieved Criteria'	<ul style="list-style-type: none"> • Structure and role of immediate team • Structure and purpose of organisation • How own work contributes to organisational objectives 	<ul style="list-style-type: none"> • Vision and values of organisation • How own organisation fits into the wider sector
Communicating with influence (<i>Skill</i>)	Apprentice demonstrated less than 4 'Achieved Criteria'	<ul style="list-style-type: none"> • Importance of making an impact when communicating • Importance of displaying team values in front of a wider audience • Limits of own authority 	<ul style="list-style-type: none"> • Achieving a positive outcome through negotiating and influencing others
Time Management (<i>Skill</i>)		<ul style="list-style-type: none"> • Creating and maintaining project plans • Managing actions and milestones • Reassessing priorities in response to developing situations • Effectively managing conflicting priorities 	<ul style="list-style-type: none"> • Identifying risks to completion of work and renegotiating deadlines as necessary
Continuous Learning and Agility (<i>Behaviour</i>)	Apprentice demonstrated less than 12 'Achieved Criteria'	<ul style="list-style-type: none"> • Committing to own personal development • Reflecting on feedback to improve performance • Applying lessons learnt • Importance of continuous improvement 	<ul style="list-style-type: none"> • Encouraging ideas from a range of sources including internal and external stakeholders • Sharing learnt practices with wider team
Big Picture Thinking (<i>Behaviour</i>)		<ul style="list-style-type: none"> • Strategic aims of the organisation • Own role and how this fits with organisational aims 	<ul style="list-style-type: none"> • How own role links with aims outside of own organisation

		<ul style="list-style-type: none"> • Team contribution to achieving organisational priorities 	
Working Collaboratively <i>(Behaviour)</i>		<ul style="list-style-type: none"> • Taking on different roles and supporting colleagues when necessary • Building and maintaining effective working relationships with colleagues • Using networks to contribute to a successful outcome • Sharing knowledge, information and learning with colleagues • Taking colleagues' viewpoints and preferences into account • Escalating issues and seeking support when necessary 	<ul style="list-style-type: none"> • Developing relationships and seeking input from a wide range of stakeholders • Suggesting activities to boost team spirit, morale and common focus • Recognising potential conflict and understanding of the other person's perspective
Resilience <i>(Behaviour)</i>		<ul style="list-style-type: none"> • Dealing positively with setbacks • Maintaining performance in times of pressure • Maintaining focus when faced with ambiguity and uncertainty 	<ul style="list-style-type: none"> • Proactively seeking feedback and acting positively to the response
Self-Awareness <i>(Behaviour)</i>		<ul style="list-style-type: none"> • Reflecting on feedback and development needs • Understanding the impact of actions on others • Recognising and respecting others' contributions 	<ul style="list-style-type: none"> • Being enthusiastic about own work and acting as a role model • Utilising networks to fill gaps in knowledge

