Manufacturing Manager Integrated Degree Apprenticeship Standard

End-point Assessment Plan

Apprenticeship standard reference number	Level of this end-point assessment (EPA) plan	Integrated EPA
ST0515	6	Yes

Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the manufacturing manager integrated degree apprenticeship standard. It is for Universities in their role of end-point assessment organisation (EPAO) for the integrated degree, who need to know how EPA for this apprenticeship must operate. It will also be of interest to manufacturing manager apprentices and their employers.

In an integrated degree apprenticeship, the degree incorporates on-programme academic and workplace learning and assessment with an independent EPA to test the occupational standard's KSBs. The degree is worth 360 credits, with the EPA accounting for 40 credits.

The manufacturing manager integrated degree apprenticeship is a core and option apprenticeship standard. During the EPA, apprentices must be assessed against the core knowledge, skills and behaviours (KSBs), and knowledge and skills relating to their chosen option:
- Food and drink
- (other options to be added at a later date)

Full time apprentices will typically spend 42-months on-programme working towards the occupational standard, with a minimum of 20% off-the-job training. All apprentices must require a minimum of 12 months on-programme.

The EPA must only start once the EPA gateway requirements have been met and they can be evidenced to the apprentice's EPAO. The employer must be satisfied that the apprentice is consistently working at, or above, the level set out in the occupational standard. Apprentices must have successfully completed 320 on-programme credits, have compiled a portfolio of evidence and have had a project title and outline agreed with their employer and EPAO. In addition, apprentices without English and mathematics at level 2 must achieve level 2 prior to taking their EPA[1].

The EPA must be completed within a maximum eight-month period, after the apprentice has met the EPA gateway requirements.

Awarding Universities will be responsible for the on-programme delivery and EPA. They must be on the Education & Skills Funding Agency's (ESFA) Register of Apprenticeship Training Providers (RoATP). In addition, they must be approved to offer the EPA for this apprenticeship standard and be on the ESFA's Register of End-point Assessment Organisations (RoEPAO).

The EPA consists of two discrete methods:
- work-based project, consisting of a report, presentation and questioning
- technical interview, underpinned by a portfolio of evidence

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

The individual assessment methods will have the following grades:

Assessment method 1 – work based project

- fail
- pass
- merit
- distinction

Assessment method 2 – technical interview

- fail
- pass
- merit
- distinction

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

- fail
- pass
- merit
- distinction

Performance in the EPA will count towards the overall degree classification. Apprentices cannot successfully complete the degree and therefore the apprenticeship standard without successfully passing the EPA.

EPA summary table

On-programme (typically 42-months)	Training to develop the manufacturing manager occupation standard's knowledge, skills and behaviours – core and one option Completing 320 on-programme manufacturing manager degree credits Compiling a portfolio of evidence Working towards English and maths Level 2 (if required)
End-Point Assessment Gateway	Employer satisfied apprentice is consistently working at or above the level of the occupational standard Completed 320 on-programme credits and have passed all on-programme manufacturing manager degree modules Agreement of work-based project title and outline with their employer and EPAO Completed portfolio of evidence Achieved English and maths Level 2, as a minimum
End-Point Assessment (maximum eight-months)	Assessment Method 1: work-based project, consisting of report, presentation and questioning; graded fail, pass, merit or distinction Assessment Method 2: technical interview, underpinned by portfolio of evidence; graded fail, pass, merit or distinction Worth 40 manufacturing manager integrated degree credits EPA graded fail, pass, merit or distinction

End-point assessment gateway

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 to say they have achieved occupational competence. 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:

- Completed 320 on-programme credits and pass all on-programme modules prior to taking their EPA.
- 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 maths minimum requirement is Entry Level 3. British Sign Language qualification is an alternative to English qualifications for those whom this is their primary language.
- Apprentices must agree a work-based project title outline agreed with their EPAO, based on their option within the occupational standard. The outline must detail the project title, scope, key activities/milestones and expected outputs/measures of success. See work-based project for further details of project aim and scope. Ideally, the project should aid the employer's business.
- An apprentice must hold a portfolio to evidence. The portfolio of evidence will be used to underpin the EPA technical interview.

Portfolio of evidence requirements:

- Evidence must demonstrate the apprentice's knowledge, skills and behaviours (KSBs) – core knowledge and skills and the apprentice's chosen option knowledge and skills, that will be assessed by the technical interview.
- Evidence must be mapped against the KSBs being assessed by the technical interview; it is anticipated that individual pieces of evidence will be mapped to multiple KSBs.
- Evidence must relate to 'real' work completed by the apprentice; evidence from simulated activities are not allowed.
- It must contain 10-12 pieces of evidence in total.
- The apprentice's employer must provide a written statement confirming the evidence is attributable to the apprentice.

Evidence can include:

- work products produced by the apprentice, for example processes and procedures, production schedules, risk assessments, management reports, meeting records, statistical trend analysis, plans and costings, audit reports
- employer feedback/reviews (maximum one)

- taped evidence (video or audio); maximum 20-minutes in total duration
- training records/certificates

Evidence cannot include reflective accounts or witness testimonies.

Length of end-point assessment period

The EPA (including all assessment methods) must be completed within eight-months of the first part of the end-point assessment commencing and within the total EPA period.

Order of assessment methods

The work-based project report must be submitted before the presentation and questioning components and technical interview takes place, to ensure the two assessment methods are completed within a timely period of each other.

It is anticipated that the technical interview will be conducted on the same day as the work-based project presentation and questioning components to aide efficiency however, this is not a requirement.

Assessment methods

The EPA consists of two discrete assessment methods:
- work-based project, consisting of report, presentation and questioning
- technical interview, underpinned by a portfolio of evidence

Assessment method one – work-based project (WP), consisting of report, presentation and questioning

Apprentices must produce a report, prepare and present a presentation and undertake questioning in relation to a work-based project. The evidence from the report, presentation and questioning must be assessed holistically against the KSBs shown in annex A, by an independent assessor who will determine the grade, using the grading criteria and descriptors in Annex B. Requirements for the report and presentation and questioning components are detailed below.

The work-based project presentation and questioning components must take place in a controlled environment; a room free from distractions and influence, with sufficient space for all present. It is anticipated a room will be sourced at a University or employer's premises to minimise cost. It may be conducted in-person or via a suitable online platform, for example video-conferencing. EPAOs must ensure appropriate methods to prevent misrepresentation are in place. For example, screen share and 360-degree camera function with an independent assessor when the presentation and questioning, and/or technical interview is conducted remotely.

a) Report

Apprentices must produce a report of 12,000 words +/- 10%, excluding references, diagrams, appendices and abstract, based on a work-based project, which relates to their chosen option, for example food and drink.

All work relating to the project and report write-up, must be completed during the EPA period; excluding preliminary research to inform the project title and outline.

The project report must include as a minimum:
- background
- project brief detailing targets
- project research
- project plan
- implementation – how targets were achieved
- risk analysis
- challenges faced
- project outcomes

The apprentice must provide supporting evidence relating to the project in an appendix. Evidence could include management reports, costings, quality/compliance records or fault reports and pictures. This list is not definitive and other relevant sources are permissible. The appendix must include a mapping of the evidence to the relevant KSBs for this assessment method. It is expected that each piece of evidence will cover multiple KSBs. The annex must also include a statement from the employer authenticating the apprentice's evidence and achievements.

Example project titles include:

- Principles of factory design and layout to facilitate a capacity expansion, and/or process improvement in a high risk ready eat foods manufacturing environment
- A cost improvement plan to production lines to evaluate labour costs against engineering and process improvement
- Evaluation of production line wastage and improving process control
- Management of raw materials and the supply chain impacting the process and lean manufacture of products
- The use of Continuous Improvement techniques in evaluating the efficiency of a manufacturing operation and how it can be improved

The project report must be submitted by the end of month five of the apprentice's EPA period at the latest, to allow for review ahead of the presentation and questioning components.

b) Presentation and questioning

Apprentices must prepare and deliver a presentation on their work-based project. Apprentices must have two weeks to prepare the presentation after the submission of the project report.

The presentation will be made to their independent assessor, in the presence of a representative from the apprentice's employer, typically their manager. The employer representative's role is to provide technical input in relation to the apprentice's workplace policy and procedures and confirm authenticity of their apprentice's work only. They must not provide information on behalf of the apprentice, ask the apprentice questions or influence the apprentice in any way. The EPA judgement lies solely with the independent assessor who grades this assessment method.

The presentation must cover: the project scope, outcomes/achievements, any difficulties faced/lessons learnt and recommendations.

The presentation must last 20-minutes. The independent assessor has the discretion to increase the time of the presentation by up to 10% to allow the apprentice to complete the presentation.

There are no restrictions on how apprentices deliver the presentation or support resources/materials used. However, any equipment requirements for example PowerPoint, whiteboard, flip chart facilities must be agreed with the EPAO, at least two weeks in advance of the date of the presentation. For example, apprentices could use PowerPoint slides, handouts or an A1 poster.

Following the presentation, the independent assessor will ask five questions to confirm that the apprentice has the knowledge, skills and behaviours assigned to this method of assessment (see annex A) and determine the apprentice's depth of understanding to assess performance against the distinction criteria. The independent assessor may ask follow up open questions to probe further or seek clarification. Independent assessors must use questions from their EPAO question bank however, they can tailor the questions according to the evidence presented via the report and presentation. The independent assessor must record questions and responses.

The duration of the questions and answers must be 20 minutes. The independent assessor has the discretion to increase the time of the questioning by up to 10% to allow the apprentice to complete an answer.

Support material
EPAOs will produce the following material to support this assessment method:

- question bank, with questions of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they are fit for purpose

Assessment method two – technical interview

The work-based project report must be submitted before the technical interview is conducted, to ensure the two assessment methods are completed within a timely period of each other.

The technical interview will assess apprentices against the KSBs as shown in Annex A; by an independent assessor will determine the grade using the grading criteria and descriptors in annex B.

Apprentices must refer to evidence in their portfolio of evidence – see above, when answering questions.

An independent assessor, in the presence of a representative from the apprentice's employer, typically their line manager, will conduct the technical interview. The employer representative's role is to provide technical input in relation to the apprentice's workplace policy and procedures and confirm authenticity of their apprentice's work only. They must not provide information on behalf of the apprentice, ask the apprentice questions or influence the apprentice in any way. The EPA judgement lies solely with the independent assessor who grades the technical interview.

The technical interview must last 50-minutes. The independent assessor has the discretion to increase the time of the technical interview by up to 10% to allow the apprentice to complete an answer.

The independent assessor must ask 5 questions. Questions must be set by the apprentice's EPAO. Questions will be formulated so as to address the KSBs assessed by this assessment method, as shown in Annex A. Independent assessors may ask open follow up questions to probe further or seek clarification where required. The independent assessor must record responses.

The EPAO must be provided with a copy of the apprentice's portfolio of evidence at least seven days prior to the technical interview.

The technical interview must take place in a controlled environment; a room free from distractions and influence, with sufficient space for all present. It is anticipated a room will be sourced at a University or employer's premises to minimise cost. It may be conducted in-person or via a suitable online platform, for example video-conferencing. EPAOs must ensure appropriate methods to prevent misrepresentation are in place. For example, screen share and 360-degree camera function with an independent assessor when the presentation and questioning, and/or technical interview is conducted remotely.

Support material

EPAOs will produce the following material to support this assessment method:

- 'question bank' of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they are fit for purpose. Questions must be open, holistic and competency based in design.

Apprenticeship grading

Performance in the EPA will count towards the overall degree classification. Apprentices cannot successfully complete the degree or the apprenticeship without successfully passing the EPA.

Performance in the EPA will be separately graded to the degree and determine the apprenticeship grade of pass, merit, distinction or fail.

Independent assessors will be responsible for grading each assessment method, in accordance with the requirements detailed in this plan.

Both assessment methods are equally weighted. Apprentices must show competence in all the core knowledge, skills and behaviours and knowledge and skills applicable to their option.

Independent assessor decisions must be subject to moderation (External Examiner review). Grades must not be confirmed until after moderation.

The EPAO must combine the grades for both assessment methods to determine the apprenticeship grade.

In order gain a pass or higher in the EPA, apprentices must achieve a minimum of a pass in both the work-based project and the technical interview; a fail in either assessment method will result in an overall fail.

The grades for both assessment methods will be combined to determine the overall grade of pass, merit or distinction. The table below shows how the grades must be combined to determine the EPA/apprenticeship grade. The grading structure reflects the greater size of work-based project.

Work-based project grade	Technical interview grade	EPA/apprenticeship grade
Fail	Any grade	**Fail**
Any grade	Fail	**Fail**
Pass	Pass	**Pass**
Pass	Merit	**Pass**
Pass	Distinction	**Merit**
Merit	Pass	**Merit**
Merit	Merit	**Merit**
Distinction	Pass	**Merit**
Distinction	Merit	**Distinction**
Merit	Distinction	**Merit**
Distinction	Distinction	**Distinction**

Achievement at pass will demonstrate that the apprentice has met all of the requirements of the occupational standard. An apprentice who achieves a merit or distinction will be demonstrating performance above the minimum requirements of the occupational standard.

Re-sits/re-takes

Apprentices will be offered the opportunity to take a re-sit/re-take in line with University academic regulations. A re-sit does not require further learning/training, whereas a re-take does. Re-sits/re-takes are not offered to apprentices wishing to a higher grade.

The apprentice and their employer must agree that a re-sit/re-take is an appropriate course of action; they may wish to take advice from the apprentice's University. Apprentices should have a supportive action plan to prepare for the re-sit/re-take.

Where an apprentice needs to re-sit/re-take the work-based project the entire EPA must be re-taken in full in a new 6-month period and a new project title and outline agreed. If the technical interview requires a re-sit/re-take, but the work-based project has been successfully achieved, this must be completed within 3-months of the notification of fail, otherwise the entire EPA must be re-sat/re-taken.

Apprentices who take a re-sit/re-take will only be able to achieve a pass in their overall grade, unless there are exceptional circumstances, beyond the control of the apprentice as determined by their EPAO.

Reasonable adjustments

The EPAO must have in place clear and fair arrangements for making reasonable adjustments for this apprenticeship standard EPA. This should include how an apprentice qualifies for reasonable adjustment and what reasonable adjustments will be made. The adjustments must maintain the validity, reliability and integrity of the assessment methods outlined in this assessment plan.

End-point assessment organisations

Awarding Universities will be responsible for the on-programme and EPA requirements. They must be on the Education & Skills Funding Agency's (ESFA) Register of Apprenticeship Training Providers (RoATP). In addition, they must be approved to offer the EPA for this apprenticeship standard and be on the ESFA's Register of End-point Assessment Organisations (RoEPAO).

Roles and responsibilities

Role	Responsibility
Apprentice	• participate in training/development opportunities to develop the knowledge, skills and behaviours as outlined in the occupational standard • meet all gateway requirements • understand the purpose and importance of EPA and undertake EPA
Employer	• support the apprentice to achieve the KSBs outlined in the occupational standard • determine when the apprentice is working at or above the level outlined in the occupational standard and is ready for EPA • select the EPAO • confirm all EPA gateway requirements have been met • confirm arrangements with EPAO for the EPA (who, when, where) in a timely manner • ensure apprentice is prepared for the EPA
EPAO	As a minimum EPAOs should: • understand the occupational role • appoint independent assessors to assess and grade the EPA • provide training to the independent assessors they employ to undertake the EPA • provide adequate information, advice and guidance documentation to enable apprentices, employers to prepare for the EPA • deliver the EPA outlined in this plan in a timely manner • prepare and provide all required material and resources required for delivery of the EPA in-line with best practices • use appropriate assessment recording documentation to ensure a clear and auditable mechanism for providing assessment decision feedback to the apprentice • have no direct connection with the apprentice, their employer or training provider i.e. there must be no conflict of interest • maintain robust internal quality assurance (IQA) procedures and processes, and conduct these on a regular basis • conform to the requirements of the nominated external quality assurance body • organise standardisation events and activities in accordance with this plan's IQA section

	• organise and conduct moderation of independent assessors' marking in accordance with this plan • have, and operate, a complaints and appeals process • arrange for certification
Independent assessor	As a minimum an independent assessor should: • understand the occupational standard and EPA • deliver the EPA in-line with the plan • comply to the IQA requirements of the EPAO • be independent of the apprentice, their employer and training provider(s) i.e. there must be no conflict of interest • hold a degree in a related subject such as Food Manufacturing Management, Manufacturing, Food Science, Food Technology or Engineering for those assessing the food & drink option; they do not have to have an assessor qualification although this is considered good practice • have occupational experience relevant to the option they are assessing, for example food & drink • complete a minimum of five days continuing professional development per year • have the capability to assess the apprentice at this level • attend the required number of EPAOs standardisation and training events per year (as defined in the IQA section) • sourced from another University, industry or a professional body; or if none of the above options are available another department within the same University but must be independent of the apprentice's on-programme learning and assessment
University	As a minimum the University should: • work with the employer to ensure that the apprentice is given the opportunities to develop the KSBs outlined in the occupational standard and monitor their progress during the on-programme period • advise the employer, upon request, on the apprentice's readiness for EPA prior to the gateway • On-programme personnel must have no part in the EPA itself

Internal quality assurance

Internal quality assurance refers to the requirements that EPAOs must have in place to ensure consistent, reliable, accurate and valid assessment decisions.

EPAOs for this apprenticeship standard must undertake the following:
- appoint independent assessors that meet the requirements as detailed in this plan – see above

- produce assessment tools and supporting materials for the EPA that follow best assessment practice, including a work-based project question bank, technical interview question bank and assessment outcome recording documentation
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- operate induction training and standardisation events for independent assessors when they begin working for the EPAO on this apprenticeship standard and before they deliver an updated assessment method for the first time
- have robust quality assurance systems and procedures that support fair, reliable and consistent assessment across the organisation and over time
- operate regular standardisation events that enable assessors to attend a minimum of one day per year
- operate moderation of assessment activity and decisions, through examination of documentation and observation of activity, with a minimum of 5% percent of each independent assessors assessments moderated
- hold and operate a complaints and appeals process

External quality assurance

The Institute for Apprenticeships is exploring whether QAA can undertake external quality assurance for this apprenticeship standard, arrangements will be confirmed by August 2018.

Implementation

Volumes

It is anticipated that there will be 200 starts per year on this apprenticeship standard.

Affordability

The following factors will ensure the EPA is affordable:
- EPAOs can use employer/University facilities to conduct the work-based project presentation and questioning components and technical interview
- the work-based project presentation and questioning components and technical interview can be conducted remotely saving travel time and costs
- the work-based project should have business benefit for the employer

Annex A: knowledge, skills and behaviours to be assessed by each assessment method

Assessment method	Key
Technical interview	TI
Work-based project	WP

Core Knowledge

Knowledge statement	Assessment method
1. **Product and Employment Legislation** – including Equal Opportunities, Employment Rights Act, Modern Slavery, Competition Law, Bribery and Corruption	TI
2. **Product Supply Chain –** the relationship between the supplier and customer; how to accurately forecast and schedule product demand; the impact of fraud and how traceability systems can be used to identify criminal activity	WP
3. **Quality Assurance –** Total Quality Management, how product safety and product safety management systems are used to meet legal requirements and codes of practice to produce safe products of the required specification	WP
4. **Principles of Processing Controls and Factory Design** – construction of factories and equipment; linear workflow	WP
5. **Principles of Engineering** – the impact of engineering on safety, compliance and production	TI
6. **Health & Safety –** Health and Safety at Work Act, health and safety risks and risk assessment practices, Control of Substances Hazardous to Health (COSHH) , Registration, Evaluation, Authorisation and Restriction of Chemicals (REACH)	WP
7. **Environmental –** environmental controls, Safe Disposal of Waste regulations, recycling, emissions (noise and smell)	TI
8. **Markets** – domestic and international dimensions which impact on the manufacture of goods, for example exchange rates, border controls, movement of goods	TI
9. **Business and Financial Awareness –** organisation 'big picture'; how key functions interact; key business systems, performance data, financial statements, principles of costing and budgeting	WP
10. *Managing People and Change –* leadership and management tools including delegation, motivation, union consultation and	WP

Knowledge statement	Assessment method
negotiation, communication, persuading and influencing, change management, time management and leadership skills	
11. **Customer Relationship Management –** tools and techniques, including product management techniques, customer requirements/value perception, customer segmentation, customer insights, complaint management in order to achieve customer excellence and ensure adherence to customer/industry standards	**WP**
12. **Critical Thinking and Analysis –** how to research, evaluate and present business information; utilising statistical/analytical skills to interpret primary/complex data which will include a diverse range from overall equipment efficiency and financial key performance indicators to customer complaints	**WP**
13. **Problem solving techniques** – for example mind mapping, root cause analysis, six thinking hats	**WP**
14. **Continuous Improvement (CI) techniques** – 6 Sigma, LEAN, Kaizen	**WP**
15. **Crisis Management and Continuity Planning** – how to lead and manage site incidents	**TI**

Knowledge – Food and Drink Option

Knowledge statement	Assessment method
1. **Food Safety –** allergen management and labelling; food safety standards: Food Safety Act, Animal Welfare Standards, European Food Regulations, Food Hygiene England Regulations; contamination and cross contamination of food by physical, chemical, micro-biological and allergenic materials and substances	**WP & TI**
2. **Environment –** food waste reduction, recycling, safe water source and disposal	**WP**
3. **Principles of Processing Controls and Factory Design** – hygienic design of food manufacturing machinery and premises	**WP**
4. **Food processing techniques –** for example thermal processing, chilling, canning, irradiation	**WP & TI**
5. **Maintenance in food manufacturing environment** – requirements including food grade oils, captive tools	**TI**
6. **Safe cleaning in a food manufacturing environment** – separate storage of cleaning materials, cleaning in place procedures	**TI**
7. **Third party food safety audits** – for example Food Standards Agency, retailer, British Retail Consortium (BRC); underpinning	**WP & TI**

standards, when and how they are conducted	
8. **Food planning considerations and implications** – including seasonal needs, shelf life requirements, cancellations, promotions, consumer trends, healthy eating	WP & TI
9. **Organoleptic quality testing** – five senses to check quality of product: smell, sight, taste, hearing, texture; customer specifications	WP & TI
10. **Food supply chain** – supplier assurance and integrity of raw materials: origin of raw materials; food fraud and raw materials vulnerability	WP & TI

Core Skills

Skills statement	Assessment method
1. Identifying, forecasting, planning and scheduling resource requirements	WP
2. Identifying data requirements; data analysis and interpretation	WP & TI
3. Using information technology	WP
4. Reporting, for example manufacturing performance data	WP & TI
5. Communicating using different techniques, for example verbal, written, visual	WP
6. Building and sustaining collaborative relationships to influence internal and external stakeholders	TI
7. Presenting information, for example in staff briefings, customer meetings, management meetings	TI
8. Managing people, for example recruiting, leading, coaching and motivating a team	TI
9. Partnership working with local and/or regional union representation	TI
10. Driving compliance with legal, customer and product standards on site	WP
11. Devising, implementing and maintaining health & safety and environmental standards to achieve a harm free culture	WP & TI
12. Producing budget proposals; negotiating budgets with senior managers	WP & TI
13. Planning site based projects, for example for new capital investment, construction on site, new product lines and new equipment	TI
14. Managing change	TI
15. Conducting Continuous Improvement techniques within manufacturing environment	WP & TI
16. Problem solving/trouble shooting within manufacturing environment	WP

17. Crisis management; agreeing, leading and implementing a site based disaster recovery plan	**TI**
18. Responding to third party audits; managing relationships with audit personnel	**TI**

Skills - Food and Drink Option

Skills statement	Assessment method
1. Analysing food safety data, for example cooking/chilling temperatures, metal detection checks, storage and segregation	**WP & TI**
2. Responsive production planning to adjust to customer orders	**TI**
3. Organoleptic testing of food and drink products	**TI**
4. Promoting food safety culture	**WP & TI**

Behaviour statement	Assessment method
1. **Ownership of work:** decisive; effectively balances short term requirements with long term objectives to achieve goals; puts the customer at the heart of the decision making process to achieve 'win-win' commercial deals; plans and prioritises effectively	**TI**
2. **Integrity and respect:** listens to others and seeks to build understanding; embraces the diversity of colleagues and makes complex issues easy for others to understand	**TI**
3. **Influence and persuasion**: inspires others to achieve business goals; adapts language and communication medium to effectively win others over; proactively communicates clearly, concisely and on a timely basis; effectively influences key decision makers	**TI**
4. **Responsiveness to change:** flexible to changing demands; resilient under pressure	**WP**
5. **Innovation:** demonstrates curiosity to foster new ways of thinking and working; seeks out opportunities to drive forward change and improvements for the business	**WP & TI**

The statements listed above are higher order statements, they encapsulate all of the KSB statements within the occupational standard. See mapping in Annex C.

Annex B – Grading criteria and descriptors

- Pass criteria shows the apprentice is demonstrating competence against the KSB statement; merit and distinction criteria build on the pass criteria
- An apprentice will fail where they do not demonstrate all of the pass criteria

- To achieve a pass for an individual assessment method - pass, merit or distinction criteria must be demonstrated against all KSB statements
- To receive a merit – 22/30 or more of the KSBs must be demonstrated at merit or distinction criteria for the workplace project and 28/30 or more of the KSBs must be demonstrated at merit or distinction for the technical interview, with all other KSBs demonstrated at pass
- To receive a distinction – 22/30 or more of the KSBs must be demonstrated at distinction for the workplace project and 28/30 or more of the KSBs must be demionstrated at distinction for the technical interview, with all other KSBs demonstrated at merit

Food & Drink Option

Workplace Project

Knowledge/ Skill/Behaviour	Pass	Merit	Distinction
CK2 (BOTH)	Demonstrates an understanding of the relationship between supplier and customer.	Demonstrates understanding of how to build effective relationships between supplier and customer.	Demonstrates the importance of the relationship between supplier and customer to consistently achieve agreed business objectives.
	Understands the principles of	Demonstrates an understanding of how	Describes short, medium and long range

	forecasting accurately to organise timely production.	to organise and structure systems for forecasting production.	forecasting models for planning and their implementation, which considers the future needs of the business. Clearly demonstrates a critical evaluation of the models and conclusions as to which is the best fit for the business.
	Aware of fraud and procedures within own business.	Demonstrates an awareness of global issues around fraud and triggers for fraudulent practices; contributes to the controls within own business for reporting and prevention within company's supply chain.	Appraises monitoring and prevention controls for fraud within the supply chain, including current and future areas.
	Demonstrates an understanding of traceability systems and how to undertake traceability.	Explains traceability systems and their impact on supply chain security within food and drink companies.	Critically reviews traceability, keeping abreast of topical matters and threats within the business.
CK3	Understanding the principles of Quality Assurance – Total Quality Management, how product safety and product safety management systems are used to meet legal requirements and codes of practice to produce safe products of the required specification	Demonstrates an understanding of Quality Assurance – Total Quality Management, how product safety and product safety management systems are used to meet legal requirements and codes of practice to produce safe products of the required specification	Critically reviews the principles of Quality Assurance – Total Quality Management, how product safety and product safety management systems are used to meet legal requirements and codes of practice to produce safe products of the required specification

CK4	Understanding the Principles of Processing Controls and Factory Design – construction of factories and equipment; linear workflow.	Demonstrates an understanding of Principles of Processing Controls and Factory Design – construction of factories and equipment; linear workflow.	Clearly demonstrates a critical evaluation of the Principles of Processing Controls and Factory Design – construction of factories and equipment; linear workflow.
CK6	Demonstrates an understanding of health and safety risks in current working environment and how they can be mitigated.	Demonstrates the relationship between supporting and following health and safety practices to improve existing standards.	Demonstrates a comprehensive knowledge of the means of measuring the impact on business of health and safety practices.
CK9	Demonstrates knowledge of company with overview of interactions between key functions; able to summarise the key performance measures and outline the key financial statement.	Demonstrates awareness of the influence of key function interactions; able to explain in depth the key performance data and breakdown the financial statement.	Demonstrates organisational perspective and critiques the company's perspective in relation to the whole industry. Synthesises the value of value of all work to promote the importance on the financial statement.
CK10	Describes a variety of leadership techniques and management tools and demonstrate how team work helps to resolve issues.	Describe how to utilise a variety of leadership techniques and management tools to improve business performance.	Demonstrates a comprehensive understanding of how the application and benefits of leadership techniques and management tools contributes to organisational development.

CK11 (BOTH)	Demonstrates a clear understanding of the importance of customer relationships and explains the tools to develop that relationship.	Explains the importance of excellent customer relations. Demonstrates a sound knowledge of how best to develop excellent and constructive relationships and how to adhere to customer and trade association standards.	Appraises the impact of excellent customer relationships. Explains how best to develop those customer relationships whilst adhering to and developing customer and trade association standards.
CK12	Demonstrates knowledge of a range of business information and its sources together with an understanding of its practical application.	Demonstrates a high level of critical evaluation and research of business information and understands how to analyse complex information and present effectively.	Demonstrates the ability to hypothesise and clearly demonstrate an excellent level of critical evaluation/analysis supported by research and synthesis of complex information and data.
CK13	Demonstrates knowledge of a range of problem solving techniques, together with an understanding of their application.	Demonstrates a high level of understanding of problem solving techniques and is able to effectively apply them in appropriate situations, demonstrating successful identification of root causes and suggesting appropriate corrective actions.	Demonstrates practical implementation and leadership within problem solving, utilising multiple methodologies and applying them successfully to both identify and resolve issues through effective root cause analysis.
CK14	Demonstrates an understanding of the principles of CI and key techniques such as 5S, Kaizen, poke yoke.	Demonstrates a clear understanding of lean manufacturing practices and the techniques applied such as 6 sigma, 5S, Kaizen, Kanban, poke yoke.	Appraises the principles of lean manufacturing techniques and how they can be described in the workplace.
FDOK1 (BOTH)	Demonstrates knowledge of Food Safety – allergen management and labelling;	Demonstrates a high level of critical evaluation of Food Safety – allergen management and labelling; food safety	Demonstrates the ability to hypothesise and clearly demonstrate an excellent level of critical evaluation/analysis of

	food safety standards: Food Safety Act, Animal Welfare Standards, European Food Regulations, Food Hygiene England Regulations; contamination and cross contamination of food by physical, chemical, micro-biological and allergenic materials and substances.	standards: Food Safety Act, Animal Welfare Standards, European Food Regulations, Food Hygiene England Regulations; contamination and cross contamination of food by physical, chemical, micro-biological and allergenic materials and substances.	Food Safety – allergen management and labelling; food safety standards: Food Safety Act, Animal Welfare Standards, European Food Regulations, Food Hygiene England Regulations; contamination and cross contamination of food by physical, chemical, micro-biological and allergenic materials and substances.
FDOK2	Demonstrates a clear understanding of the importance of food waste reduction and methods for recycling and safe environmental disoposal.	Demonstrates a high level understanding of the impacts and implications of food waste and the importance of effective environmental management including recycling and water management.	Analyses and applies appropriate techniques for environmental management to minimise food waste and effectively manage recycling, reduction and re-use schemes in all waste areas and within water and waste water management.
FDOK3	Demonstrates a clear understanding of linear process flow and the principles of good factory and equipment design.	Explains the importance of good process flow for effective process control. Demonstrates a sound knowledge of how factory and equipment design influence the hygienic outcomes of food processing.	Analyses ways of improving process flow to support excellent process control. Challenges the design and layout of factories and equipment in order to optimise hygienic processing.
FDOK4 (BOTH)	Demonstrates a clear understanding of food processing techniques – for example thermal processing, chilling, canning, irradiation.	Explains the importance of safe food processing techniques – for example thermal processing, chilling, canning, irradiation.	Demonstrates the ability to hypothesise and clearly demonstrate an excellent level of critical evaluation of food processing techniques – for example thermal processing, chilling, canning,

			irradiation.
FDOK7 (BOTH)	Understanding the principles of Third party food safety audits – for example Food Standards Agency, retails, British Retail Consortium, (BRC); underpinning standards, when and how conducted.	Demonstrates a clear understanding of Third party food safety audits – for example Food Standards Agency, retails, British Retail Consortium, (BRC); underpinning standards, when and how conducted.	Demonstrates organisational perspective and critiques the company's perspective in relation to Third party food safety audits – for example Food Standards Agency, retails, British Retail Consortium, (BRC); underpinning standards, when and how conducted.
FDOK8 (BOTH)	Demonstrates a clear understanding of Food planning considerations and implications – including seasonal needs, shelf life requirements, cancellations, promotions, consumer trends, healthy eating.	Demonstrates a clear understanding of Food planning considerations and implications – including seasonal needs, shelf life requirements, cancellations, promotions, consumer trends, healthy eating.	Describes a range of implementation models for of Food planning considerations and implications – including seasonal needs, shelf life requirements, cancellations, promotions, consumer trends, healthy eating.
FDOK9 (BOTH)	Understanding the principles of Organoleptic quality testing – five senses to check quality of product: smell, sight, taste, hearing, texture; customer specifications.	Explains the importance of Organoleptic quality testing – five senses to check quality of product: smell, sight, taste, hearing, texture; customer specifications.	Describes a range of implementation of Organoleptic quality testing – five senses to check quality of product: smell, sight, taste, hearing, texture; customer specifications.
FDOK10 (BOTH)	Demonstrates an understanding of food Supply Chain – supplier assurance and integrity of raw materials: origin of raw materials; food	Explains the importance of food Supply Chain – supplier assurance and integrity of raw materials: origin of raw materials; food fraud and raw materials vulnerability.	Appraises the impact of excellent food Supply Chain – supplier assurance and integrity of raw materials: origin of raw materials; food fraud and raw materials vulnerability.

	fraud and raw materials vulnerability.		
CS1	Works to identify, forecast, plan and schedule resource requirements	Carries out regular forecasting, planning and scheduling resource requirements	Takes a proactive approach to forecasting, planning and scheduling resource requirements
CS2 (BOTH)	Works with data requirements; data analysis and interpretation.	Carries out regular data requirements; data analysis and interpretation.	Takes a proactive approach to data requirements; data analysis and interpretation.
CS3	Works with information technology.	Carries out regular review of information technology.	Takes a proactive approach to adopting information technology.
CS4 (BOTH)	Gathers data for reporting, for example manufacturing performance data.	Carries out regular reviews of data collection methods reporting, for example manufacturing performance data.	Takes a proactive approach to reviewing data analysis to provide actionable improvement information.
CS5	Effective communication using different techniques, for example verbal, written, visual.	Develop regular channels for communicating using different techniques, for example verbal, written, visual.	Establish effectiveness through proactive gathering of feedback and modify programme to optimise performance.
CS10	Works to identify compliance with legal, customer and product standards on site.	Carries out regular compliance audits with legal, customer and product standards on site.	Takes a proactive approach to reviewing compliance audits with legal, customer and product standards on site. Providing actionable improvement information as required.
CS11 (BOTH)	Works to identify and maintain health & safety and environmental standards to achieve a harm free culture.	Carries out regular compliance audits for health & safety and environmental standards to achieve a harm free culture.	Takes a proactive approach to reviewing health & safety and environmental standards to achieve a harm free culture.

CS12 (BOTH)	Works to budget; manages resources appropriately; manages costs accurately.	Carries out regular budget reviews; revises budget and project plan; reviews costs.	Takes a proactive approach to budgeting, is able to plan and forecast; critically appraises costs to ensure that the impact of any changes does not adversely affect quality.
CS15 (BOTH)	Discusses new ways of thinking and working towards change and improvements utilising CI skills.	Demonstrates curiosity to foster new ways of thinking and working and identifies and proposes opportunities for improvement to the business fostering a CI culture to enhance business performance.	Hypothesise new ways of thinking and working and identifies and proposes opportunities for change and improvements to the business providing a full justification and rationale for modification with regard to business performance.
CS16	Discusses new ways of thinking about problem solving/trouble shooting within manufacturing environment.	Demonstrates curiosity to foster new ways of thinking about problem solving/trouble shooting within manufacturing environment.	Hypothesise new ways of anticipating potential problems. And researching possible solutions.
FDOS1 (BOTH)	Works with food safety data, for example cooking chilling temperatures, metal detection checks, storage, and segregation.	Demonstrates curiosity to foster new ways of thinking and working with food safety data, for example cooking chilling temperatures, metal detection checks, storage, and segregation.	Takes a proactive approach to creating new analytical tools with food safety data.
FDSO4 (BOTH)	Works within a food safety culture.	Demonstrates a desire to instil a food safety culture with all colleagues.	Anticipates potential hazards in all operational environments and strives to minimise risk.

Knowledge/Skill/Behaviour			
B4	Works change within the working environment and manages pressure effectively.	Willing and flexible to implement changes within the working environment and resilient to the pressures the changes bring.	Recognises and is proactive to the need for and suggests changes to respond to new workplace demands and resilient to the pressures the changes bring and shields the team from the pressures.
B5 (BOTH)	Innovation: demonstrates curiosity to foster new ways of thinking and working; seeks out opportunities to drive forward change and improvements for the business.	Willing and flexible to innovation: demonstrates curiosity to foster new ways of thinking and working; seeks out opportunities to drive forward change and improvements for the business.	High level of awareness of new technology and thinking and openness to applying this knowledge to the work environment.

Technical Interview

Knowledge/ Skill/Behaviour	Pass	Merit	Distinction
CK1	Demonstrates a clear understanding of product and Employment Legislation – including Equal Opportunities, employment Rights Act, Modern Slavery, Competition Law, Bribery and Corruption.	Explains the importance of product and employment Legislation – including Equal Opportunities, employment Rights Act, Modern Slavery, Competition Law, Bribery and Corruption	Critically appraise business activities anticipating potential compliance matters in the areas of product and employment Legislation – including Equal Opportunities, employment Rights Act, Modern Slavery, Competition Law, Bribery and Corruption

CK5	Demonstrates a clear understanding of engineering principles and the impact on food production.	Explains the importance of engineering and its impact on food production. Demonstrates knowledge of how engineering practices can influence the food processing environment.	Analyses ways of improving engineering practices to support excellence in food processing. Challenges the engineering practices in order to optimise business performance.
CK7	Demonstrates a clear understanding of environmental – environmental controls, Safe Disposal of Waste regulations, recycling, emissions (noise and smell) and how to undertake compliance audits.	Clearly articulates the importance of environmental – environmental controls, Safe Disposal of Waste regulations, recycling, emissions (noise and smell) and contributes to the controls within the business for reporting and compliance within these areas.	Appraises monitoring and prevention controls in the areas of environmental – environmental controls, Safe Disposal of Waste regulations, recycling, emissions (noise and smell) to promote excellent business practices including current and future targets.
CK8	Aware of markets – domestic and international dimensions which impact on the manufacture of goods, for example exchange rates, border controls, movement of goods.	Explains the importance of markets – domestic and international dimensions which impact on the manufacture of goods. Demonstrates a sound knowledge of matters such as exchange rates, border controls, movement of goods.	Critically appraise business activities anticipating potential changes in the markets – domestic and international dimensions which impact on the manufacture of goods, Appraises the impact of exchange rates, border controls, movement of goods.
CK15	Explains the principles of crisis management and how to lead and manage a crisis in current	Fully explains the principles of crisis management, demonstrating the leadership techniques required when	Understands how to review an incident and identify lessons learned.

	workplace.	managing an incident with examples of types of incident and how best to manage them.	
FDOK1 (BOTH)	Demonstrates a clear understanding of the main food Safety – allergen management and labelling; food safety standards: Food Safety Act, Animal Welfare Standards, European Food Regulation, Food Hygiene England Regulation; contamination and cross contamination of food by physical, chemical, micro-biological and allergenic materials and substances	Demonstrates a high level of critical evaluation of Food Safety – allergen management and labelling; food safety standards: Food Safety Act, Animal Welfare Standards, European Food Regulation, Food Hygiene England Regulation; contamination and cross contamination of food by physical, chemical, micro-biological and allergenic materials and substances.	Demonstrates the ability to hypothesise and clearly demonstrate an excellent level of critical evaluation/analysis of Food Safety – allergen management and labelling; food safety standards: Food Safety Act, Animal Welfare Standards, European Food Regulation, Food Hygiene England Regulation; contamination and cross contamination of food by physical, chemical, micro-biological and allergenic materials and substances.
FDOK4 (BOTH)	Demonstrates a clear understanding of the main food technology processes.	Explains the importance of food processing technologies and their differences. Demonstrates knowledge of the different processing techniques.	Fully understands the principles of different processing technologies. Demonstrates a clear understanding of the application of different techniques for different sectors and products.
FD0K5	Explains the principles of engineering – the impact of engineering on safety, compliance and production.	Explains the importance of the principles of engineering – the impact of engineering on safety, compliance and production.	Describes a range of implementation models to manage the principles of engineering – the impact of engineering on safety, compliance and production.

FD0K6	Has a clear understanding of safe cleaning in a food manufacturing environment – separate storage of cleaning materials, cleaning in place procedures.	Explains the importance of safe cleaning in a food manufacturing environment.

Demonstrates knowledge relating the requirements necessary for separate storage of cleaning materials, cleaning in place procedures. | Critically appraise business activities anticipating potential changes required to meet targets for safe cleaning in a food manufacturing environment – separate storage of cleaning materials, cleaning in place procedures. |
| **FDOK7 (BOTH)** | Understanding the principles of Third party food safety audits – for example Food Standards Agency, retails, British Retail Consortium, (BRC); underpinning standards, when and how conducted. | Demonstrates a clear understanding of Third party food safety audits – for example Food Standards Agency, retails, British Retail Consortium, (BRC); underpinning standards, when and how conducted. | Demonstrates organisational perspective and critiques the company's perspective in relation to Third party food safety audits – for example Food Standards Agency, retails, British Retail Consortium, (BRC); underpinning standards, when and how conducted. |
| **FDOK8 (BOTH)** | Demonstrates a clear understanding of Food planning considerations and implications – including seasonal needs, shelf life requirements, cancellations, promotions, consumer trends, healthy eating. | Demonstrates a clear understanding of Food planning considerations and implications – including seasonal needs, shelf life requirements, cancellations, promotions, consumer trends, healthy eating. | Describes a range of implementation models for of Food planning considerations and implications – including seasonal needs, shelf life requirements, cancellations, promotions, consumer trends, healthy eating. |

FDOK9 (BOTH)	Understanding the principles of Organoleptic quality testing – five senses to check quality of product: smell, sight, taste, hearing, texture; customer specifications.	Explains the importance of Organoleptic quality testing – five senses to check quality of product: smell, sight, taste, hearing, texture; customer specifications.	Describes a range of implementation of Organoleptic quality testing – five senses to check quality of product: smell, sight, taste, hearing, texture; customer specifications.
FDOK10 (BOTH)	Demonstrates an understanding of food Supply Chain – supplier assurance and integrity of raw materials: origin of raw materials; food fraud and raw materials vulnerability.	Explains the importance of food Supply Chain – supplier assurance and integrity of raw materials: origin of raw materials; food fraud and raw materials vulnerability.	Appraises the impact of excellent food Supply Chain – supplier assurance and integrity of raw materials: origin of raw materials; food fraud and raw materials vulnerability.
CS2 (BOTH)	Works with data requirements; data analysis and interpretation.	Carries out regular data analysis and interpretation.	Takes a proactive approach to data requirements; data analysis and interpretation.
CS4 (BOTH)	Gathers data for reporting, for example manufacturing performance data.	Carries out regular reviews of data collection methods reporting, for example manufacturing performance data.	Takes a proactive approach to reviewing data analysis to provide actionable improvement information.
CS6	Understands the importance of building and sustaining collaborative relationships to influence internal and external stakeholders.	Demonstrates through behaviours and language an ability to building and sustain collaborative relationships to influence internal and external stakeholders.	Demonstrates that attention to relationship building rates highly on daily priorities.
CS7	Recognises importance of sharing information for example in staff	Understands the clear distinction between data and information.	Demonstrates a high level of analytical and presentational performance.

	briefings, customer meetings management meetings		
CS8	Recognises the skills required to manage people, for example recruiting, leading, coaching and motivating a team.	Demonstrates a clear focus on the team. Recognises and celebrates success. Coaches and mentors where there is potential for improvement.	Promotes a caring and nurturing team culture where continuous improvement is a shared goal. Prepared to delegate and develop colleagues through stretching goals.
CS9	Recognises the importance of partnership working with local and/or regional union representation.	Builds positive and constructive relationships with local and/or regional union representation.	Seeks an open and collaborative relationship with employer representatives, balancing fairly the needs of the business with the welfare of the team.
CS11 (BOTH)	Works to identify and maintain health & safety and environmental standards to achieve a harm free culture.	Carries out regular compliance audits for health & safety and environmental standards to achieve a harm free culture.	Takes a proactive approach to reviewing health & safety and environmental standards to achieve a harm free culture.
CS12 (BOTH)	Works to budget; manages resources appropriately; manages costs accurately.	Understands budgetary controls and is able to make a positive impact in the management of costs and expenditure.	Takes a proactive approach to budgeting, is able to plan and forecast; critically appraises costs to ensure that the impact of any changes does not adversely affect quality.
CS13	Recognises the many skills needed to plan site based projects, for example for new capital investment, construction on site, new product lines and new equipment.	Demonstrates a broad knowledge of planning, costing and managing a project.	Has the knowledge and skills to manage a site based project from project proposal through delivery to post launch audit against target returns.
CS14	Understands the importance of managing change.	Can identify all affected third parties e.g. employees, neighbours, local	Involves the wider team at an early stage seeking constructive input and the

		authorities and customers, and appreciates the need to consult and inform.	avoidance of conflict.
CS15	Discusses new ways of thinking and working towards change and improvements utilising CI skills.	Demonstrates curiosity to foster new ways of thinking and working and identifies and proposes opportunities for improvement to the business fostering a CI culture to enhance business performance.	Hypothesise new ways of thinking and working and identifies and proposes opportunities for change and improvements to the business providing a full justification and rationale for modification with regard to business performance.
CS17	Understands the principles of crisis management; agreeing, leading and implementing a site based disaster recovery plan.	Demonstrates an understanding of the importance of openness and collaboration from all departments to resolve a crisis.	Has a mature and balanced understanding of the need to respect legal obligations, public safety whilst protecting the commercial interests of the business and its customers.
CS18	Understands the commercial importance of third party audits.	Seeks to develop constructive and positive relationships with third party auditors and has a detailed knowledge of their requirements.	Instills in team culture and training the need to maintain customer standards on a continuous basis.
FDOS1 (BOTH)	Works with food safety data, for example cooking chilling temperatures, metal detection checks, storage, and segregation.	Demonstrates curiosity to foster new ways of thinking and working with food safety data, for example cooking chilling temperatures, metal detection checks, storage, and segregation.	Takes a proactive approach to creating new analytical tools with food safety data.
FDOS2	Understands the principles of production planning to adjust to customer orders.	Seeks to develop the principles of production planning to adjust to customer orders.	Has the knowledge and skills to manage production planning to adjust to customer orders.

FDOS3	Understands the power of influence and persuasion to inspire others to achieve business goals.	Demonstrates an ability to adapt language and communication to effectively win over others.	Proactively communicates clearly, concisely and on a timely basis; to effectively influence key internal and external stakeholders.
FDOS4 (BOTH)	Works within a food safety culture.	Demonstrates a desire to instil a food safety culture with all colleagues.	Anticipates potential hazards in all operational environments and strives to minimise risk.
B1	Demonstrates the ability to adopt new ways of thinking and works towards change and improvements considering both the long term and short term objectives achieving mutual benefit for the business and the customer.	Demonstrates the ability to adopt new ways of thinking and works and identifies and proposes opportunities for change and improvements considering both the long term and short term objectives achieving mutual benefit for the business and the customer.	Demonstrates the ability to adopt new ways of thinking and works and identifies and proposes opportunities for change and improvements to the business providing a full justification and rationale for modification considering both the long term and short term objectives achieving mutual benefit for the business and the customer.

B2	Demonstrates empathy and embraces diversity with colleagues and discusses issues in a manner all can understand.	Demonstrates empathy and respect, promotes diversity with colleagues.	Able to lead the agenda on integrity and respect, demonstrating through validation best practices to develop and build relationships.
		Promotes and leads by example the structure of all communication in an accessible, easy to follow format.	Promoting a cross culture environment which promotes integrity and respect to all.
			Able to analyse areas in the supply chain to encourage, share and nurture integrity and respect.
			Promotes effective communication of complex issues.
B3	Inspires others to achieve business goals; adapts language and communication medium to effectively win others over; proactively communicates clearly, concisely and on a timely basis; effectively influences key internal and external stakeholders.	Reflects and identifies areas for improvement.	Coaches others in how to influence, persuade and mentor.

B5 (BOTH)	Innovation: demonstrates curiosity to foster new ways of thinking and working; seeks out opportunities to drive forward change and improvements for the business.	Willing and flexible to innovation: demonstrates curiosity to foster new ways of thinking and working; seeks out opportunities to drive forward change and improvements for the business.	High level of awareness of new technology and thinking and openness to applying this knowledge to the work environment.