ST0193 Level 3 Improvement Technician Assessment Plan

Introduction

This Apprenticeship Assessment Plan (AAP) sets out the requirements for the assessment of the Level 3 Improvement Technician apprenticeship. It should be read in conjunction with the General Requirements for Apprenticeship Assessment. Where there is conflict between this AAP and the General Requirements, this AAP takes precedence. Assessment organisations must also comply with the relevant regulatory framework for apprenticeship assessment.

It is important that the assessment of apprentices is proportionate, valid, and provides reliable evidence of an apprentice's attainment of the relevant knowledge and skills. As such, assessment organisations must design assessments to ensure:

- employers have confidence that the apprentice has reached the expected performance standard
- apprentices are sufficiently secure in their knowledge and skills, so that they could demonstrate their competence in different contexts (for example, a different workplace)

Assessment Outcomes

The assessment outcomes group and summarise the knowledge and skills that must be demonstrated in assessments. All assessment outcomes must be assessed.

Knowledge and skills statements in **bold** are mandatory and must be assessed in every version of the assessment that is made available.

Assessment Outcome	Mapping
AO1: Continuous Improvement Delivery Applies structured improvement methods to scope, plan and deliver change activities that align with organisational objectives. Uses appropriate Lean, Six Sigma or PDCA-based approaches to engage stakeholders and progress improvement work through defined stages.	**K6**, K7, K14*, K15*, **S5**, **S6**, S16
AO2: Process Mapping and Problem Definition Analyses current processes, interprets stakeholder requirements, identifies sources of waste or inefficiency and develops clear problem statements. Uses recognised problem-solving tools to diagnose issues.	**K8***, K9*, S7*, S8*, **S9***, **S10***,

Assessment Outcome	Mapping
AO3: Data Collection and Statistical Analysis Plans and executes valid data collection activities, ensuring data accuracy and appropriate measurement methods. Analyses data using basic statistical and graphical techniques to identify patterns, assess variation and determine process capability or performance and verify root causes.	**K10***, K11*, K12*, K13 **S11***, S12*, **S13***, S14*, S15
AO4: Project Management & Compliance Works in line with statutory and organisational requirements, Plans and manages improvement activities using standard project management approaches, documentation and control mechanisms. Monitors progress, manages risks and provides clear status updates to support decision-making.	**K1, K4***, S1, **S3***
AO5: Stakeholder Engagement, Change Support and Communication Communicates effectively with stakeholders, shares progress and supports behavioural change through reinforcement and engagement activities.	K2*, K3*, **K5***, S2*, **S4***
AO6: Process Control, and Sustainable Adoption Develops measures, controls and standardised practices to sustain improvements and embed best practice.	**K15**, K16, S16, S17*, **S18***

(*) Knowledge and skills statements which offer opportunities to develop functional English and maths are identified with an asterisk.

<u>Assessment requirements</u>

Assessment organisations must set apprenticeship assessments. Assessment organisations should consider how technology and digital tools can support innovation and efficiency.

Assessment organisations must design apprenticeship assessments to include at least one project.

Any additional assessment(s) must be selected from the following list of methods to ensure the assessment outcomes are met in full:

- Observation
- Simulated practical
- Interview
- Professional discussion

- Question and answer
- Presentation
- Role play
- Additional Project
- Written assessment (MCQ, Short answer, long answer, essay, case study, reflective journal)
- Portfolio
- Showcase

Apprentices may be assessed at any appropriate point during their apprenticeship programme.

Assessments may be designed to allow a centre or training provider to mark assessments. The assessment organisation is responsible for ensuring all assessments are sufficiently reliable and valid, and for the accuracy of any centre or training provider marking.

Performance descriptors

Performance descriptors describe the level of performance required to achieve a pass or distinction grade. Assessment organisations must design assessments that align with these descriptions.

Performance Category	Pass	Distinction
Applied knowledge	Demonstrates sound application of improvement knowledge when carrying out tasks. Draws on appropriate factual, procedural and methodological knowledge to complete routine and non-routine improvement activities to an acceptable occupational standard.	Applies improvement knowledge with depth and discernment, selecting and adapting Lean, Six Sigma, data and problem-solving- concepts to suit the context. Shows clear insight when interpreting process behaviour, variation, customer requirements or project constraints, using this understanding to shape and enhance improvement activity.
Applied skills	Applies appropriate improvement skills to complete tasks and address problems with reasonable autonomy. Uses recognised improvement tools correctly and contributes	Integrates improvement skills resourcefully, selecting and sequencing tools to progress improvement work with minimal oversight. Adapts methods to changing circumstances or

	effectively to CI activities within their area.	emerging findings, demonstrating flexible and insightful application of CI skills to deliver added value.
Regulatory and procedural awareness	Works in accordance with organisational procedures, quality standards, and health, safety and environmental requirements when planning or delivering improvement activities. Applies required controls accurately, showing reliable procedural understanding.	Exercises refined judgement when applying compliance and organisational controls, recognising nuances. Anticipates procedural implications of improvement activity and adjusts plans confidently to maintain safety, quality, and compliance.
Communication and collaboration	Communicates clearly with team members, process owners and stakeholders when reporting progress, sharing analysis or supporting change. Participates constructively in team discussions, uses appropriate formats for status updates, and contributes positively to collaborative improvement activities.	Communicates persuasively and adapts messages effectively for different audiences when explaining findings, influencing adoption of changes or supporting coaching. Takes initiative in facilitating discussions, encouraging involvement and strengthening team understanding of improvement activities.
Information use and decision making	Interprets and evaluates information from process maps, customer feedback, data sources, control charts and problem-solving tools to support decision making in mostly familiar CI scenarios. Uses validated information to form reasonable conclusions about performance issues, root causes or improvement options.	Evaluates diverse, complex or conflicting information sources with critical insight. Draws well-reasoned conclusions that strengthen improvement outcomes, refine problem statements or support smarter prioritisation of solutions.

Responsibility and autonomy	Takes responsibility for planning and completing assigned CI tasks—such as data collection, analysis, project reporting or risk identification—within agreed parameters. Where relevant, supports colleagues by sharing findings or helping guide improvement actions.	Anticipates improvement needs and initiates tasks—such as updating plans, escalating risks, refining measures or preparing stakeholders—demonstrating accountability and proactive judgement. Leads others in progressing agreed actions, sustaining improvements or resolving emerging issues to help achieve team outcomes.