

ST0555 Level 5 Improvement specialist Assessment Plan

Introduction

This Apprenticeship Assessment Plan (AAP) sets out the requirements for the assessment of the level 5 improvement specialist 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: Improvement strategy and project alignment Applies improvement strategy to identify, prioritise, select and align improvement initiatives and projects with organisational objectives and strategic priorities.	K5, K7 S2, S8
AO2: Leadership and capability development Leads teams, engages stakeholders, and develops capability through training, coaching, facilitation, and communication to support improvement delivery.	K1, K3 S1, S3, S4
AO3: Project and change management Plans and manages improvement projects, including risk, benefits realisation, and change strategies, ensuring alignment with organisational goals.	K2, K4 S5, S6
AO4: Process analysis, improvement and lean Analyses processes and applies Lean and continuous improvement methods to identify, prioritise and implement improvements, optimise value streams, and support the delivery of sustainable benefits. Uses techniques such as TRIZ and Pugh Matrix to identify and prioritise improvement opportunities.	K6, K8, K11, K16 S7, S9, S10, S18
AO5: Data analysis and measurement systems Collects, analyses and interprets data using statistical methods and measurement systems to monitor performance, support decision-making, and guide others in the use and interpretation of data.	K9, K10, K12, K13 S11, S12, S13, S14, S17
AO6: Advanced problem solving, experimentation, and risk management Identifies root causes, designs and analyses experiments, and applies failure mode avoidance techniques to inform decisions, manage risk and support improvement activity.	K14, K15, K17, K18 S15, S16, S19, S20

Assessment requirements

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 professional discussion** and, if applicable, any relevant constraints.

Any additional assessment, or assessments, must be selected from the following list of methods, to ensure the assessment outcomes are met in full. Assessments available in the list may be used more than once:

- **written assessment**
- **case study**
- **question and answer**
- **portfolio**
- **project**
- **presentation**
- **Additional professional discussions**

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	Applies insightful application of theoretical and or technological improvement knowledge across a wide and often unpredictable variety of contexts.	Applies refined and insightful application of theoretical and or technological improvement knowledge across a wide and often unpredictable variety of contexts.

Applied Skills	Selects and applies improvement practices consistently across a wide and often unpredictable variety of contexts. Solves broadly defined, complex problems with effective and defensible judgements.	Adapts improvement practices, refining methods to optimise outcomes, across a wide and often unpredictable variety of contexts. Solves broadly defined, complex problems with highly developed and insightful judgements.
Regulatory and Procedural	Analyses, interprets and evaluates improvement governance, organisational standards, and procedures relevant to the role, adapting nuanced issues in practice.	Applies evaluation of improvement governance, organisational standards, and procedures relevant to the role, adapting approaches effectively.
Communication and Collaboration	Communicates confidently and collaborates effectively with a range of colleagues and stakeholders, adapting communication approaches to meet different contexts, priorities and perspectives. Applies well-judged communication to resolve issues and inform decision making, contributing to effective improvement outcomes.	Applies advanced communication skills to influence and engage with a range of colleagues and stakeholders, adapting communication approaches to meet different contexts, priorities and perspectives. Applies insight and judgement to build alignment, contributing to improved improvement outcomes.
Information Use and Decision Making	Analyses, interprets and evaluates competing or conflicting improvement-relevant information relevant to the role, offering well-justified reasoning to draw conclusions.	Applies evaluation of competing or conflicting improvement-relevant information relevant to the role, offering balanced well-justified, nuanced reasoning and awareness of different perspectives to draw conclusions.
Responsibility and Autonomy	Takes responsibility for planning and developing courses of	Exercises strategic responsibility for planning and

	action for improvement activities, including, where relevant, taking responsibility for the work of others and allocation of resources. Exercises responsibility, autonomy and judgement within broad parameters. Takes accountability for the analysis and diagnosis, design, planning, execution and evaluation.	developing courses of action with impact, confident, and well-developed judgment within broad parameters for improvement activities, including, where relevant, taking responsibility for the work of others and allocation of resources.
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