

EPA ASSESSMENT GUIDANCE

Level 6 Improvement Leader
(ST0556 v1.0)

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L6 Improvement Leader

Guidance booklet | v1.0 | 15th September 2025

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Introduction

Welcome to the CMI Guidance booklet for the L6 Improvement Leader Apprenticeship Standard. This Guidance is designed for Training Providers, and Employers. It includes an outline of all you need to know to ensure the readiness of the apprentice for their end-point assessment.

Occupational Profile

Improvement Leaders are responsible for developing an improvement strategy, providing leadership in improvement for the business, and for coaching and supporting Improvement Specialists in advanced analysis. The Improvement Leader typically reports to Board members or Heads of Department and manages (directly and/or matrix) a team of Improvement Specialists, who deploy the strategy and lead improvement projects.

They work closely with all functions of the business to support the setting and achievement of business goals, often accountable for Improvement activities within the largest-scale and highest priority programmes of work. For example, they may develop top-level Value Stream Maps to identify improvement opportunities that are then scoped into projects to be delivered by Improvement Specialists, or they may design new products/processes/services. The role is typically office-based but involves working wherever their improvement activities are focused, for example, they could be working on the shop floor or at customer/supplier premises.

Overview of the Improvement Leader Apprenticeship Standard

The Improvement Leader Apprenticeship is a minimum of 12 months and will typically take 14-18 months to complete (*The exact duration will be dependent on the previous knowledge, skills, and experience of the individual*). It provides a highly transferable set of knowledge, skills, and behaviours, which can be gained working across an organisation and its processes.

Key information:

- Reference: ST0556
- Date Approved For Delivery: 29 January 2019
- Typical duration to Gateway (i.e., excluding EPA period): 18 months
- Maximum funding: £15000

End Point Assessment (EPA) can only be triggered after 12 months of starting the apprenticeship if the apprenticeship started before 01/08/25 or 8 months if the apprenticeship started after 01/08/25. This decision is dependent on when the employer and training provider decide the apprentice is ready. It is expected that the EPA will typically be concluded within 20 weeks of passing the Gateway.

L6 Improvement Leader Assessment Plan

Assessment Timeline

Gateway

Gateway confirmation meeting

Typically, the Training Provider will arrange a meeting with the Apprentice and Employer to review the Apprentice's progress, check their readiness for Gateway, and then agree on a Gateway submission date.

Gateway submission

The Gateway requirements (including Portfolio of evidence) are submitted to the EPAO (CMI) for validation. Once approved, the Gateway period will begin, and any works that need to be completed during this period can start.

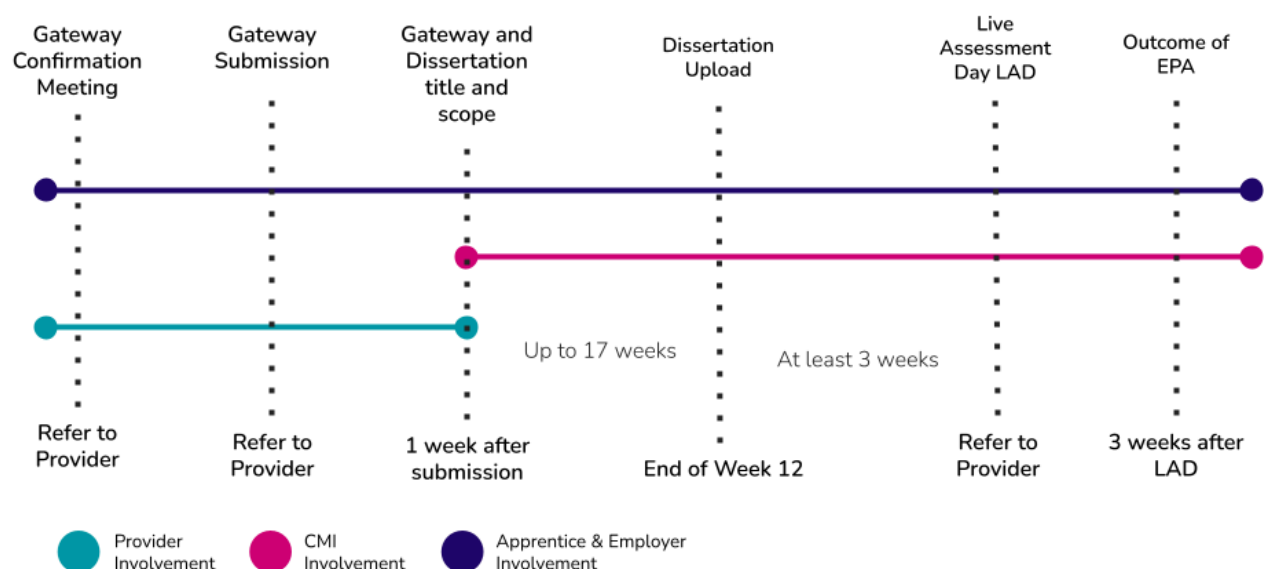
Requirements

Administration	Consideration	Agreement	Gateway Submission
☐ English and Maths at Level 2* ☐ The Portfolio of Evidence ☐ Evidence Locator document ☐ Dissertation Title & scope agreed	☐ Authenticity Statement	☐ Gateway meeting confirmation ☐ Certificate Authorisation Form	☐ All information referred to the provider ☐ Requested dates of Live Assessment

*05/02/25 - relaxation for 19+ apprentices

Gateway, Dissertation title and scope

1 week after the submission of the Gateway requirements, the Dissertation title and scope will be agreed upon. After this agreement has been made, the creation of the dissertation and presentation can begin.



Assessment Methods

The EPA consists of two distinct assessment methods:

- Dissertation, presentation and questioning
- Professional discussion, underpinned by portfolio of evidence

The EPA must be completed within a 20-week period, after the apprentice has met the EPA gateway requirements.. EPAOs must ensure that each assessment method is scheduled for an apprentice within their maximum 20-week EPA period. It is recommended that the professional discussion, presentation, and questioning components be completed on the same day.

A technical expert from the apprentice's employer must be present for the end point assessment. The technical expert's role is to provide the assessor with clarifications around specific company policy and procedure or technical knowledge only. They must not provide information on behalf of the apprentice, ask the apprentice questions, or influence the apprentice in any way. The technical expert must not amplify or clarify points made by the apprentice.

End Point Assessment Method 1 - Dissertation presentation and questioning

Dissertation

Apprentices must produce a dissertation during the EPA period, which will be the basis of a presentation to the apprentice's assessor and a technical expert from the apprentice's employer, with follow-up questioning immediately after the presentation.

Requirements:

- The title and scope of the dissertation must be agreed upon by the EPAO and the employer as a gateway requirement. The EPAO will make the final decision on the title and scope after reviewing the scoping document submitted at the gateway stage.
- The main body of the dissertation must be 4,000 to 4,500 words. A summary and appendices must be included, additional to the word count. The summary must be a concise one-page of A4, visual, follow the principles of 'A3 Thinking' and convey key points in a way that enables messages to be grasped '*within 3 seconds.*' Appendices must contain supporting evidence, such as meeting minutes, extracts from business strategy, key performance indicator dashboards, risk log, and organisation charts (*not included in the word count*).
- The dissertation must be submitted to the EPAO three weeks prior to the presentation and questioning assessment, to allow the assessor to review the contents and prepare for the questioning component.
- The apprentice will be provided with a login to the Student Page on CMI Assess

Presentation and questioning

The apprentice will deliver a Presentation to the Assessor and Technical Expert.

We recommend that the apprentice use speaker and/or prompting notes to support the presentation, as these can help to ensure that they cover everything within the time allowed.

Apprentices can use presentation aides as they see fit, e.g., PowerPoint, A3 posters, handouts; any technology requirements must be arranged with the EPAO ahead of the day of the presentation and questioning components.

Requirements:

- The presentation must be 45 to 50 minutes in duration
- The presentation must outline the focus of the dissertation, approach, outcomes, and evaluation.

This will be followed by a 35 to 40-minute Question-and-Answer session about the presentation and the relevant KSBs groups.

- Questions must be devised by the assessor based on the dissertation and presentation observed
- Apprentices can refer to their dissertation and/or presentation materials in answering the questions.

End Point Assessment Method 2 - Professional discussion underpinned by a portfolio of evidence

For the L6 Improvement Leader apprenticeship standard, we recommend no more than 20 pieces of evidence in their portfolio. A “bundle” of evidence counts as a single piece of evidence. Apprentices should focus on the quality of evidence rather than quantity.

The evidence must be generated by the apprentice (either independently or in a team-based environment) with the apprentice’s role and that of a team, clearly identified and authenticated by a signed statement provided by the apprentice’s employer (which should be included in the portfolio of evidence)

There are specific KSBs that are assigned to the professional discussion assessment element, and apprentices must have evidence in their portfolio that demonstrates competence against these KSBs.

Portfolio of evidence requirements:

- The portfolio of evidence must include a minimum of one set of evidence for each of the topic areas assessed by the professional discussion, as shown in annex B
- The above evidence must include a range of documents such as Minitab screenshots of regression analysis, coaching reports, and a 1-page summary from the Lean strategy
- The portfolio of evidence must also include evidence relating to the preparation and delivery of a training session, which can have been delivered during the on-programme phase of the apprenticeship, with Level 5 learning outcomes linked to one or two improvement topics

Training session and evidence requirements:

The training session must cover a subject selected from the following list:

- Project and Change Management,
- Lean Principles and Tools,
- Measurement System Analysis and Data Collection Planning, Graphical Analysis and Statistical Analysis, Data Transformation and Process Capability,
- Experimentation, Optimisation and Modelling,
- Failure Mode Avoidance
- The training materials must be prepared by the apprentice (they must not deliver published training material prepared by someone else, and this requirement will be authenticated by a signed statement provided by the apprentice's employer) and included in the portfolio of evidence
- The training session must be delivered to a group of Level 5 delegates in their normal working environment and last 45-50 minutes in duration
- A continuous video recording of the session must be included in the portfolio of evidence
- Training materials may include, for example PowerPoint presentation, lesson plan, training notes, photographs of whiteboards, handouts, and flip charts
- All training materials and records of delegate feedback must be included in the portfolio of evidence

Evidence Bundles

Provide a half-page A4 Context Statement document that details how the work product in the bundle evidences against the learning outcomes (use alpha-numeric codes).

From this Context Statement, the IAA will then be able to refer to the items you have 'bundled' together and understand how they intertwine to form a singular piece of evidence.

Bundle of Evidence example:

Change Management (CM)	Bundle items/references
Reference the use of the concept/theory of change management you have learned.	• Briefing document about the CM process and the assessment of effectiveness
Provide a <u>Context Statement</u>	• Team meeting minutes and action log/Gantt chart and/or presentation to board/external stakeholders • 360-degree feedback from yourself/the audience to confirm their understanding • Witness testimony that validates the actions/activities

4 Steps to building a portfolio

For Apprentices, knowing what to put in their portfolio can be a daunting task. To help with this, we have provided a short list of steps that an Apprentice could take to make portfolio building easier.

Collect CMI recommends that apprentices collect evidence for their portfolio from the start of the apprenticeship journey.

-
- Select** Apprentices should check that the evidence they have collected showcases their best work and focuses on the skills and behaviours from the apprenticeship standard.
- Connect** Apprentices need to ensure that it is easy for the CMI Independent Assessor to find and see exactly what KSBs the evidence is mapped to.
- Reflect** Apprentices need to know what evidence is being submitted and ensure that they can explain what they have learned/done.

Overall Grading Decision

End-Point Assessment

The EPA consists of two distinct assessment methods:

- Dissertation, presentation, and questioning
- Professional discussion, underpinned by a portfolio of evidence

Performance in the EPA will determine the apprenticeship grade of *fail*, *pass*, *merit*, or *distinction*.

The apprentice is required to complete both elements of the End Point Assessment and **MUST** achieve a minimum of a pass in each element.

Overall grading decision and feedback

Each assessment method will be individually graded – fail, pass, merit, distinction using the criteria set out in Annex 4 of the [Assessment Plan](#).

For each assessment method, the apprentice's assessor (IAA) must make independent judgements against each set of KSBs using the following criteria:

Fail: Does *not* meet all of the required Pass criteria

Pass: Meets all of the required Pass criteria

Merit:

For the Professional discussion: **In addition to the pass criteria the Apprentice must demonstrate 14 of the pass criteria, one-two of which must be behaviours:**

For Dissertation and presentation: **In addition to the pass criteria the Apprentice must demonstrate 10 of the pass criteria:**

Distinction:

For the Professional discussion: **In addition to the merit criteria, the Apprentice must demonstrate an additional eight of the merit criteria.**

For Dissertation and presentation: **In addition to the merit criteria the Apprentice must demonstrate an additional 6 of the merit criteria**

To achieve an overall grade of:

Pass - apprentices must achieve a pass as a minimum in both assessment methods.

Merit - apprentices must achieve a merit or higher in both assessment methods, or a distinction and pass.

Distinction - apprentices must achieve a distinction in both assessment methods.

We will not be able to provide assessment feedback on the day as all end point assessments are subject to post-EPA internal quality assurance and moderation.

Further Information

Information regarding Resits and Retakes

Where an apprentice has not successfully completed any of the criteria required within an assessment method, this will initially be notified as a referral, and CMI will send further information to the Training Provider detailing the assessment method that needs to be resat/retaken.

The difference between a resit and a retake is that:

- A resit means that the apprentice did not quite meet the knowledge, skill, and/or behaviour advised within the CMI feedback report. This typically means that the apprentice may need to find some additional evidence for their portfolio, and/or adjust their dissertation/presentation before attending a further live assessment activity.
- A re-take means that there are significant gaps in the knowledge, skills, and behaviours, and it is recommended that the apprentice undertake further learning before another assessment is taken.
- The CMI will send further information to the Training Provider detailing the assessment method that needs to be retaken.

Apprentices who achieve a pass grade cannot ask to re-sit/re-take their end-point assessment simply to achieve a higher grade.

Information regarding Appeals

There may be occasions when CMI makes end-point assessment decisions that apprentices find unclear,

unfair, or believe have caused disadvantage. If this is the case, then they have the right to appeal their end-point assessment grading decision.

Please note that an appeal:

- Can only be submitted once all methods of assessment have taken place and all marks and grades have been recorded and released correctly for each of the end-point assessment components and the overall grade awarded by CMI.
- Is only able to be submitted if the apprentice feels that they were either treated unfairly by CMI and/or the process has not been followed by CMI, which resulted in them being disadvantaged.
- Cannot be submitted to CMI if the apprentice has concerns about their Training Provider, to gain additional feedback from CMI regarding their overall assessment decision, or if the apprentice feels they did not achieve the result that they expected, and wants their assessment to be remarked.

For further information regarding submitting an appeal, please see the **CMI EPA Enquiries and Appeal Policy**, which can be found on our website [here](#).

Information regarding Reasonable Adjustment requests

End point assessment should be a fair assessment of an apprentice's knowledge, skills, and behaviours. Therefore, in line with legal and regulatory requirements, CMI has the right to make a reasonable adjustment and/or to allow a special consideration in relation to the end-point assessment for all apprenticeship standards that CMI is recognised to provide.

Reasonable adjustments are defined as any action that helps reduce the effect of a disability that places the apprentice at a substantial disadvantage in the assessment situation. They **MUST** be agreed before the assessment takes place to enable the apprentice to demonstrate their knowledge, skills, and behaviours

Special considerations can be applied during the end-point assessment period (or post assessment). If there is a reason, the apprentice may have been disadvantaged during the assessment period by an event outside of their control. This also includes requests for any extension to the end-point assessment deadlines where there are extenuating circumstances (such as apprentice redundancy)

Please note that reasonable adjustments and/or special considerations should not give the apprentice an unfair advantage, and that the apprentice's result must reflect their achievement in the assessment and not necessarily their potential ability.

For further information, please see the **CMI EPA Reasonable Adjustments and Special Considerations Policy**, which can be found on our website [here](#).

Information regarding Recognition of Prior Learning (RPL)

There may be occasions where apprentices are deemed to have Recognition of Prior Learning (RPL). This is usually identified by their Training Provider, at the start of their programme, and whilst this is likely to mean that the apprentice doesn't need to complete the relevant module(s) and/or assignment(s) on programme, the apprentice will still need to provide evidence for the knowledge, skills and behaviours within their portfolio and demonstrate competence in knowledge, skills and behaviours relevant to their portfolio within the [L6 Improvement Leader](#) occupational standard as part of the end-point assessment.

Glossary of key terms

End Point Assessment (EPA)	Rigorous, robust, and independent assessment undertaken by an apprentice at the end of training to test that the apprentice can perform in the occupation they have been trained in and can demonstrate the knowledge, skills and behaviours (KSBs) set out in the occupational standard
End-point assessment organisation (EPAO)	An organisation approved to deliver end-point assessment for a particular apprenticeship standard; EPAOs must be on the register of end-point assessment organisations
Gateway	The stage of the apprenticeship where it is agreed by the Employer, Training Provider and Apprentice that the Apprentice has the knowledge, skills and behaviours required in the Apprenticeship Standard, and can prove this at EPA
Independent Apprenticeship Assessor (IAA) / Independent End Point Assessor (IEPA)	An assessor independent from the on-programme delivery of the Apprenticeship who assesses the competence of the apprentice during the activities set out in the published Assessment Plan
Institute for Apprenticeships and Technical Education (Skills England)	('the Institute') – the body responsible for improving the quality of apprenticeships in England
Knowledge, skills, and behaviours (KSBs)	What is needed to competently undertake the duties required for an occupational Standard
Live Assessment Day (LAD)	The point at which the live assessment methods are carried out in front of an Independent Apprenticeship Assessor, such as the interview and project presentation
Occupational standard	The document that details what someone competent in the occupation does and the knowledge, skills and behaviours they require to do it; the basis for apprenticeship standards and T-levels
On-programme activities	Activities carried out during the time of the apprenticeship are supported by the training provider and employer through training and resources

Preparing your apprentices for the EPA

End-point assessment (EPA) is the independent assessment that takes place at the end of the apprenticeship training and has been developed by the relevant Employer Trailblazer Group to test that apprentices are competent in their occupation.

All apprentices must complete an EPA, and like any student, they should be aware of the nature and demands of the assessment they are working towards from the very start. All apprenticeships should start with the goal of achieving the best grade possible. It is important for apprentices to be familiar with what is needed to achieve those grades.

The apprentice panel survey 2020 found that preparation for end-point-assessment had low proportions satisfied (32%) or very satisfied (11%). Also, 38% of respondents did not know who their end-point assessment organisation (EPAO) was.

It is vital, therefore, that apprentices nearing the gateway are aware of who their EPAO is and what to expect of their EPA.

Below is a list of 5 ways to improve EPA preparation for your apprentices (adapted from the Skills England webpage - Preparation for EPA, 2023)

1. Ensure apprentices understand the link between their training and their EPA, and know who their EPAO is.
2. EPA should not be something that is a surprise at the end of their on-programme activities, so include discussions about EPA at every review meeting, including when to expect this stage of their apprenticeship journey, so they can ensure they are able to book the time off from work.
3. Make sure that mock assessments are readily available for apprentices.
4. Training Providers should set targets that are clearly linked to the requirements of the EPA, and should host sessions/workshops that solely focus on preparing for the EPA.
5. Apprentice welfare and well-being should be a priority. Any reasonable adjustments that are required for an apprentice during the end-point assessment should be requested as soon as possible to allow the EPAO to put these adjustments into place and to ensure apprentices are not disadvantaged. Please see below some useful hints and tips on how to ensure your apprentices are ready for their End Point Assessment (EPA)

Preparing For The Live Assessment

In order to ensure readiness for this important stage of their apprenticeship, CMI recommends apprentices use the time between submitting their presentation and their live assessment to:

- Practice their presentation, making sure they keep to time and are covering all of the relevant grading descriptors within the KSB groups.

- Prepare for their professional discussion by reviewing the information that they submitted in their portfolio of evidence to identify how it meets the relevant grading groups and the pass/distinction criteria.
- Create some prompting notes to use during their live assessment that identify how their presentation and/or the piece(s) of evidence in their portfolio demonstrate their competence in a particular area/KSB group/grading descriptor.
- Check that the Google Meet link in their CMI Live Assessment invite is working.

Before the live assessment can start, the CMI IAA will introduce themselves and then need to:

- Remind your Apprentice of what is going to happen.
- Explain how long the assessment will typically last.
- Check your Apprentice's ID.
- Confirm that the Apprentice does not have any unseen help

CMI has created a checklist (copy below) to share with your apprentice and that should help them when preparing for their live assessment:

Is the room, where they are doing their live assessment from, somewhere that is free from distractions, and outside noise? (If they are in an area where they might be disturbed, do they have a sign on the door to advise that a meeting is in progress?)	
Does the room or area have a good wifi and/or internet signal?	
Does the apprentice understand how to use Google Meets, and has a laptop or a computer with a webcam, microphone and speakers?	
Does the apprentice know that they are able to take something to drink into their live assessment? (CMI recommends apprentices should have a drink or a glass of water with them as their live assessment will typically last about 4 hours.)	
Has the apprentice got their prompting notes, a copy of their portfolio, and their presentation with some speaker notes that they can refer to?	
Does the apprentice have some form of photo ID that they can show to the CMI IAA? (Typically the most commonly used forms of ID are a passport, a driving licence, or a work ID card.) Whatever is used MUST clearly include a valid up to date photo and their name. If an Apprentice does not have any form of photo ID then they need to ask their Training Provider and/or Employer to contact the CMI EPA Team as soon as possible.	
Does the apprentice know how to contact CMI for help if they are experiencing technical difficulties? (The CMI EPA Team contact telephone number is 01536 207357)	

Please also note, that the CMI IAA:

- Has been contracted by CMI to conduct this end point assessment and is not able to answer any questions or queries you or the apprentice may have about the process. (If you do have any questions or concerns then please contact the CMI EPA Team on 01536 207357 as soon as possible.)
- Will have already reviewed the portfolio and presentation slides ahead of the live assessment to identify what questions they wish to ask following the presentation, as well as what areas they want to cover within the professional discussion.
- Will not be able to give the Apprentice any indication on how they have done, or what their overall result will be at the end of the live assessment

Appendix 1: Glossary of Key Terms

Glossary of Key Words / Phrases Used Within Apprenticeships	Definition and/or Explanation
Assessment Component	The different activities that an apprentice has to complete for each assessment method. Typically these components are assessed holistically to determine one overall grading decision.
Assessment Method	The actual assessment activities that an apprentice needs to complete and pass as part of their end point assessment.
Assessment Plan	The document that is published by Skills England (under Crown Copyright) that sets out what needs to be done when testing the competence of an apprentice for that particular standard.
Distinct	Recognisably different in nature from something else of a similar type. This phrase is often used to describe either the type of evidence that has been submitted within a portfolio, and/or the different assessment methods
End Point Assessment (EPA)	Rigorous robust and independent assessment of an apprentice at the end of training to test that the apprentice can perform in the occupation they have been trained in and can demonstrate the
End point assessment organisation (EPAO)	An organisation approved to deliver end point assessment for a particular apprenticeship standard; EPAOs must be on the register of end point assessment organisations
Gateway	The stage of the apprenticeship where it is agreed by the Employer, Training Provider and Apprentice that the Apprentice has the knowledge, skills and behaviours required in the Apprenticeship Standard and can prove this at EPA
Grading Decision	This is the final overall grade for an end point assessment. IAAs are required to check the overall grade within the assessment sheet before uploading it to CMi Assess ready for Internal Quality Assurance/release of results.

Holistic (or Synoptic) Assessment	Terminology used to identify an assessment method or assessment activity which has a number of components that are assessed as one overall decision.
CMI Independent Assessor (IAA)	Terminology used by CMI. The assessor independent from the on-programme delivery of the Apprenticeship who assesses the competence of the apprentice during the end point assessment activities set out in the published Assessment Plan
Interview	Skills England assessment method - usually requires a number of competency based questions to be asked.
Knowledge, skills and behaviours (KSBs)	What is needed to competently undertake the duties required for an occupational Standard Knowledge: What the apprentice needs to know and/or understand to complete their apprenticeship successfully. The information, technical detail, and 'know-how' that someone needs to have and understand to successfully carry out the duties. Some knowledge will be occupation-specific, whereas some may be more generic. Skills: What an apprentice needs to be able to do. The practical application of knowledge needed to successfully undertake the duties. They are learnt through training or experience. Behaviours: Apprentices need to demonstrate how they have developed and exhibited the behaviours within the occupational standard within the workplace. Whilst they may be innate or intrinsic they can also be learned so are sometimes considered to be an additional subset of skills.
Live Assessment Day (LAD)	The point at which the live assessment methods are carried out in front of an Independent Apprenticeship Assessor, such as the presentation and professional discussion.
Occupational (Apprenticeship) Standard	Written and developed by the relevant employer trailblazer group(s) and include the specific Knowledge, Skills and Behaviours (KSBs) needed for specific occupations. The document acts as the basis for apprenticeship standards and T-levels, and aims to put employers in the driving seat for ensuring apprentices are learning skills that are relevant to the workplace
Occupational Profile	This is an overview of the occupation and describes the sector or industries the occupation is typically found in; the broad purpose of the occupation; and what an employee in the occupation would typically do. The newer standards also include the key duties expected of an apprentice by the time they complete their programme, as well as the occupational profile, expected duration, and grading boundary
Portfolio of Evidence	Is a collection of pieces of evidence, gathered together on-programme, that is used as the underpinning basis of an end point assessment method.
On-programme activities	Activities carried out during the time of the apprenticeship supported by the training provider and employer through training and resources
Presentation	Skills England assessment method - presented as part of the live assessment. Typically the presentation is on a set topic or based on a project/activity.

Professional Discussion	Skills England assessment method - a two-way discussion between the independent assessor and the apprentice to assess the apprentice's in-depth understanding of their work. It differs from an interview and/or Q&A session as they tend to require the assessor asking questions and the apprentice answering them so there is less scope for interaction and discussion. Apprentices are expected to actively listen and participate in the formal conversation, and use this assessment method as an opportunity to confirm their competency across the relevant KSBs.
Question & Answer Session	Skills England assessment method - typically used following a presentation to confirm the assessor's understanding of certain KSBs and/or to stretch to a distinction.
Referral/Referred	CMI terminology used to indicate that an apprentice has not met all of the KSBs within an assessment method. CMI will need to advise if the referral requires a resit or retake.
Resit	Skills England terminology used to indicate that an apprentice did not meet all of the KSBs for a particular assessment method or KSB group. Typically a resit will not require the apprentice to undertake further learning so can be completed within a few weeks of the referral notification.
Result	Final grading decision after it has been through our internal quality assurance process. This result is advised to the TP and Apprentice and sent to DfE/Skills England as part of our reporting requirements.
Retake	Skills England terminology used to indicate that an apprentice did not meet a number of the KSBs within an assessment method. Typically a retake requires the apprentice to undertake further learning before undertaking their end point assessment again.
Skills England, was IfATE	Skills England (sometimes referred to as 'The Institute') works with employers to develop, approve, review and revise apprenticeships and technical qualifications within England.
Strategic Business Proposal (SBP)	Assessment method approved by Skills England, and requires the apprentice to complete a significant and defined piece of work after the Gateway. The proposal needs to address a real business need, such as a strategic change to and/or within the organisation, and requires the apprentice to obtain Board (or Senior Management) approval.
Witness Testimony	Third party validation that confirms what the apprentice did, how they did it, and what KSBs they consider were demonstrated during the activity.

Appendix 2: KSBs by Assessment Method

Knowledge, skills and behaviours to be assessed by each assessment method

Assessment Method	Key
Professional discussion, underpinned by a portfolio of evidence	P
Dissertation, presentation and questioning	D

Knowledge Statement - Improvement Leaders have the knowledge and understanding of:	Assessment Method
1. Strategy development: Policy deployment principles and Hoshin Kanri Porter's 5 forces, Strengths Weaknesses Opportunities Threats (SWOT)/Political Economic Social Technological Legal Economic (PESTLE), Ansoff's growth matrix, Boston Consulting Group growth share matrix, GEMcKinsey matrix	D
2. Business benefits: Net present value, activity-based costing	D
3. Team formation & leadership: Team types and constraints, dysfunctional teams, emotional intelligence, Neuro-linguistic programming techniques, reinforcement strategies	D
4. Self-development: Latest thinking in Continuous Improvement and Operational Excellence	D
5. Presentation and reporting: Single page reporting – A3 thinking	D
6. Project selection and scoping: Business performance metrics	D
7. Measurement systems: Audit Measurement System	P
8. Data analysis – statistical methods: Regression (multiple & binary logistic), forecasting and queuing theory	P
9. Experimentation and optimisation: Monte Carlo and Discrete Event simulation. Balanced and unbalanced designs, General Linear Model	P

Skills statements - Improvement leaders have the following skills:	Assessment Method
1. Strategic deployment of continuous improvement: Contribute to the business planning cycle and lead the development of improvement strategy. Analyse current state and identify opportunities. Develop deployment plans considering key enablers. Contribute to the development of an improvement culture. Maintain engagement through effective communication	D
2. Business benefits: Identify, quantify and communicate financial and non-financial benefits	D

3. Team formation and leadership: Use appropriate tools and techniques to identify, diagnose and resolve sources of underperformance and conflict within teams	D
4. Capability Development: Design, source and evaluate learning interventions. Facilitate multi-functional workshops. Advise on selection of individuals for different levels of training	D
5. Project management: Plan and manage an improvement programme with appropriate levels of governance. Apply processes for managing a portfolio of improvement projects including reporting, escalation, audit and risk management/mitigation	D
6. Reviewing projects and coaching others: Provide guidance for structured project reviews. Conduct group coaching reviews. Identify, diagnose and resolve project performance issues	P
7. Presentation and reporting: Critique own and others' improvement reports/presentations	P
8. Change management: Assess the effectiveness of change and identify opportunities to improve outcomes, guiding and supporting others to deliver results	D
9. Principles and methods: Clearly communicate the importance of appropriate method-selection to others, and enable the organisation to make appropriate decisions through learning and tools	P
10. Project selection and scoping: Establish guidelines for project identification and prioritisation. Assess effectiveness of identification and prioritisation processes and implement counter-measures to enhance outcomes. Engage leadership team to identify improvement opportunities	D
11. Problem definition: Promote importance of evidence-driven problem definition in everyday work	P
12. Voice of Customer (VOC): Coach others on the importance of understanding VOC. Identify ways that an organisation can improve customer insight through feedback loops to enable improvement activities to be focused appropriately	P
13. Process mapping and analysis: Apply process thinking to identify opportunities to improve business and process performance and maintain ongoing process control	P
14. Lean concepts and tools: Easily translate and communicate fundamental Lean concepts for application to a wide range of business functions. Assess the effectiveness of a Lean strategy and make recommendations for improving outcomes	P
15. Data acquisition for analysis: Assess data acquisition conducted by others in terms of tool selection and application, conclusions and recommendations	P

16. Statistics and graphical analysis: Assess and guide graphical and statistical analysis conducted by others in terms of tool selection and application, conclusions and recommendations. Communicate opportunities for robust application of basic data analysis methods and engage others to extend/embed the application of data-driven approaches. Investigate and evaluate measurement and analysis approaches which extend the capabilities of the organisation. Establish strategies for gathering and analysing life-cycle data	P
17. Process capability and performance: Make recommendations on how an organisation can drive improvement through the selection of tools and metrics for process capability analysis	D
18. Root cause analysis: Guide and coach others in planning to ensure efficiency of approach	P
19. Experimentation, optimisation and simulation: Support the building of mathematical models and exploitation of these	P
20. Identification & prioritisation: Develop a Creative Thinking strategy to support improvements	P
21. Failure Mode Avoidance: Communicate the business case, aims, methods & key tools. Identify opportunities for application within product and project life cycles including Lean Design	D
22. Data analysis – Statistical Process Control: Make recommendation on how an organisation can drive sustained improvement through the application of Statistical Process Control	P
23. Benchmarking: Develop a benchmarking strategy to support an improvement programme	P

Behaviour statements - Improvement leaders demonstrate the following behaviours:	Assessment Method
1. Drive for results: Be a primary advocate for Improvement and Operational Excellence acting as a role model for others, focused on improving customer experience and delivering benefits	P
2. Team Working: Actively seeks opportunities for improving team performance and coaches others to resolve underperformance issues	P
3. Professionalism: Demonstrates personal resilience. Challenge, influence & engage seniors	P
4. Strategic Thinking: Drives future thinking for themselves and others. Actively seeks out new ideas, opportunities methods and tools. Build a knowledge and best practice sharing network	P
5. Safe Working: Recognises opportunities to improve safe working practices	P

Appendix 3: Grading Descriptors

Pass, Merit and Distinction criteria

Distinction Criteria: In addition to the merit criteria, the Apprentice must demonstrate an additional eight of the merit criteria

Professional Discussion underpinned by a portfolio of evidence			
Areas of occupational competence	Fail Criteria The apprentice will display any of the following:	Pass Criteria The apprentice must demonstrate all of the following:	Merit Criteria In addition to the pass criteria the Apprentice must demonstrate 14 of the following, one-two of which must be behaviours:
K7. Measurement systems: Audit Measurement System	Fail to understand the value and importance of validating measurement systems	Complete a measurement system audit and draw conclusions and recommendations.	3. Build the organisation's knowledge and skills in terms Measurement System Analysis
K8. Data analysis – statistical methods: Regression (multiple & binary logistic), forecasting and queuing theory	Fail to interpret and draw accurate conclusions.	Complete a multiple regression or Binary Logistic Regression analysis study and draw accurate conclusions and recommendations.	4. Guide others on the completion of multiple regression or Binary Logistic Regression analysis studies. 5. Promote the principles and benefits of statistical modelling to the wider organisation..
K9. Experimentation and optimisation: Monte Carlo and Discrete Event simulation. Balanced and unbalanced designs, General Linear Model		Set-up and complete a designed experiment and draw conclusions and recommendations.	6. Guide others in the use of appropriate experimentation tools.

S6. Reviewing projects and coaching others: Provide guidance for structured project reviews. Conduct group coaching reviews. Identify, diagnose and resolve project performance issues	Fail to recognise the value and importance of structured project reviews. Fail to use coaching techniques to enable and encourage others to think and learn independently.	Coach at least 3 L5 improvement projects and at least 3 L5 coaches (coaching a L4 improvement project) to deliver business benefits, providing specific and accurate feedback to coaches such there is a clear understanding of gaps and next steps required. Mitigates risk of project performance issues	7. Promote the principles and benefits of coaching to the wider organisation. 8. Assess the organisation's approach to conducting coaching reviews and make recommendations for improvement.
S7. Presentation and reporting: Critique own and others' improvement reports/presentations	Fail to: • Set/communicate objectives/outcomes • Communicate clearly and in a logical, engaging order to fully meet objectives/outcomes Seek feedback and reflect on opportunities for improvement	Listen and respond positively to questions and feedback. Give structured and constructive feedback to others.	
S9. Principles and methods: Clearly communicate the importance of appropriate method-selection to others and enable the organisation to make appropriate decisions through learning and tools	Fail to recognise the importance of appropriate method selection	Clearly communicate the importance of: • Selecting appropriate methods and tools • Linking the inputs to one tool to the outputs of another (and vice versa). Select and accurately apply appropriate methods and tools to deliver business benefits.	9. Establish or improve the organisation's approach to method and tool selection.
S11. Problem definition: Promote importance of evidence-driven problem definition in everyday work	Fail to recognise the value and importance of structured evidence driven problem definition in everyday work.	Promote the importance of evidence-driven problem definition in everyday work.	10. Assess the organisation's approach to problem definition and make recommendations for improvement.
S12. Voice of Customer(VOC): Coach	Fail to recognise the value and importance	Coach others on the importance of	11. Develop and build a plan to enable the

others on the importance of understanding VOC. Identify ways that an organisation can improve customer insight through feedback loops to enable improvement activities to be focused appropriately	of understanding Voice of Customer in everyday work	understanding VOC in everyday work. Identify ways that the organisation can improve customer insight through feedback loops to provide focus for improvement activities	organisation to improve customer insight through feedback loops.
S13. Process mapping and analysis: Apply process thinking to identify opportunities to improve business and process performance and maintain ongoing process control	Fail to recognise the value and importance of process thinking in everyday work.	Apply process thinking and tools to identify opportunities to improve everyday business and process performance and to maintain ongoing process control.	12. Assess the organisation's approach to mapping and analysing processes and make recommendations for improvement.

S14. Lean concepts and tools: Easily translate and communicate fundamental Lean concepts for application to a wide range of business functions. Assess the effectiveness of a Lean strategy and make recommendations for improving outcomes	Fail to understand the principles and benefits of Lean in everyday work.	Clearly communicate fundamental Lean concepts and how Lean tools can be applied to deliver business benefits using completed Lean improvement projects as evidence, in at least two different business functions. Assess the organisation's approach to Lean strategy and deployment and make recommendations for improving outcomes (or if a strategy does not currently exist then develop a Lean strategy). Links to the business planning cycle • Includes analysis of the current state and opportunities • Considers development of an improvement culture Includes deployment and communication plans	13. Engage with the external enterprise to extend and strengthen the organisation's Lean strategy. 14. Benchmark approaches used by others to deploy Lean and identify opportunities to enhance the businesses Lean strategy.
S15. Data acquisition for analysis: Assess data acquisition conducted by others in terms of tool selection and application, conclusions and recommendations	Fail to recognise the value and importance of data driven decision making in everyday work.	Accurately assess and provide constructive feedback on data acquisition conducted by others in terms of tool selection and application, conclusions and recommendations.	15. Build the organisation's knowledge and skills in terms of data driven decision-making.
S16. Statistics and graphical analysis: Assess and guide graphical and statistical analysis conducted by others in terms of tool selection and application, conclusions and recommendations. Communicate	Fail to stay up to date with latest updates in the statistical software used by the organisation.	Accurately assess and provide constructive feedback on graphical and statistical analysis conducted by others in terms of tool selection and application, conclusions and recommendations.	16. Build the organisation's knowledge and skills in terms of graphical and statistical analysis. 17. Identify strategies for gathering and analysing life-cycle data in the context of a

opportunities for robust application of basic data analysis methods and engage others to extend/embed the application of data-driven approaches. Investigate and evaluate measurement and analysis approaches that extend the capabilities of the organisation. Establish strategies for gathering and analysing life-cycle data		Assess the organisation's approach to measurement and data analysis and make recommendations for improvement that extend the capabilities of the organisation.	key product, process or service.
S18. Root cause analysis: Guide and coach others in planning to ensure efficiency of approach	Fail to recognise the value and importance of root cause analysis in everyday problem solving.	Guide and coach others in the selection and application of tools for root causes analysis to ensure efficiency of approach.	18. Assess the organisation's approach to root cause analysis and make recommendations for improvement.
S19. Experimentation, optimisation and simulation: Support the building of mathematical models and exploitation of these	Fail to recognise the value of building mathematical models to understand relationships within and between process inputs and outputs	Assess the organisation's approach to mathematical modelling and make recommendations for improvement.	19. Build the organisation's knowledge and skills in terms of mathematical modelling.
S20. Identification & prioritisation: Develop a Creative Thinking strategy to support improvements	Fail to recognise the value of Creative Thinking in the context of improvement projects.	Develop a Creative Thinking strategy to support improvement activities.	20. Build the organisation's knowledge and skills in terms of Creative Thinking principles and tools.
S22. Data analysis – Statistical Process Control: Make recommendation on how an organisation can drive sustained improvement through the application of Statistical Process Control	Fail to recognise the value and importance of ongoing process control in everyday activities.	Assess the organisation's approach to on-going process control and make recommendations for improvement with reference to the application of Statistical Process Control.	21. Build the organisation's knowledge and skills in terms of ongoing process control with reference to Statistical Process Control.
S23. Benchmarking: Develop a benchmarking strategy	Fail to recognise the value and importance of benchmarking in the	Develop a benchmarking strategy to support	22. Build the organisation's knowledge and skills in

to support an improvement programme	context of improvement activities.	improvement activities.	terms of benchmarking.
B1. Drive for results: Be a primary advocate for Improvement and Operational Excellence acting as a role model for others, focused on improving customer experience and delivering benefits	Fail to clearly communicate the value and importance of improvement and operational excellence. Fail to understand the key business drivers.	Deliver improvements that align to the organisation's key drivers. Guide others to identify enablers/barriers and to take actions to address these in the pursuit of improvements.	
B2. Team Working: Actively seeks opportunities for improving team performance and coaches others to resolve under-performance issues	Fail to recognise underperforming teams.	Improve team performance and take steps to resolve underperformance issues.	
B3. Professionalism: Demonstrates personal resilience. Challenge, influence & engage seniors	Fail to demonstrate personal resilience. Fail to identify all stakeholders.	Demonstrate effective influencing and stakeholder engagement techniques. Demonstrate personal resilience in a c	23. Challenge seniors in the pursuit of improvements
B4. Strategic Thinking: Drives future thinking for themselves and others. Actively seeks out new ideas, opportunities methods and tools. Build a knowledge and best practice sharing network	Fail to take steps to stay abreast of latest thinking in the area of improvement techniques and operational excellence. Fail to participate in best practice sharing with others.	Actively seek out and research new ideas, opportunities, methods and tools. Contribute to a knowledge and best practice sharing network.	24. Set-up or lead new best practice sharing activities, with written aims, measures of success, scope and governance. 25. Actively contribute to latest thinking in improvement techniques and operational excellence.
B5. Safe Working: Recognises opportunities to improve safe working practices	Fail to work safely at all times	Works safely at all times.	

Dissertation and Presentation

Distinction Criteria: In addition to the merit criteria the Apprentice must demonstrate an additional 6 of the merit criteria

	Fail Criteria The apprentice will display any of the following:	Pass Criteria The apprentice must demonstrate all of the following:	Merit Criteria In addition to the pass criteria the Apprentice must demonstrate 10 of the following:
K1. Strategy development: Policy deployment principles and Hoshin Kanri, Porter's 5 forces, Strengths Weaknesses Opportunities Threats (SWOT)/Political Economic Social Technological Legal Economic (PESTLE), Ansoff's growth matrix, Boston Consulting Group growth share matrix, GE-McKinsey matrix	Fail to recognise the value and importance of having a strategic plan for continuous improvement.	Demonstrate knowledge of policy deployment principles and Hoshin Kanri, Porter's 5 forces, Strengths Weaknesses Opportunities Threats (SWOT)/Political Economic Social Technological Legal Economic (PESTLE), Ansoff's growth matrix, Boston Consulting Group growth share matrix, GEMcKinsey matrix.	1. Application of at least 1 tool from the following list to support strategy development for the organisation: • Policy deployment principles and Hoshin Kanri • Porter's 5 forces • Strengths Weaknesses Opportunities Threats (SWOT) and Political Economic Social Technological Legal Economic (PESTLE) • Ansoff's growth matrix • Boston Consulting Group.
K2&S2. Business benefits: Net present value, activity based costing	Fail to fully and accurately identify, calculate and communicate business benefits in the context of improvement programmes.	Demonstrate knowledge of net present value, activity based costing in the context of identifying and calculating business benefits associated with improvement programmes.	2. Application of net present value or activity based costing in the context of identifying and calculating business benefits associated with improvement programmes. 3. Assess the organisation's approach to calculating business benefits associated with improvement programmes and make recommendations for improvement

K3&S3. Team formation & leadership: Team types and constraints, dysfunctional teams, emotional intelligence, Neuro-linguistic programming techniques, reinforcement strategies Use appropriate tools and techniques to identify, diagnose and resolve sources of under-performance and conflict within teams	Fail to consider team formation/performance and leadership as key elements in the improvement strategy.	Demonstrate knowledge of team types and constraints, dysfunctional teams, emotional intelligence, Neurolinguistic programming techniques and reinforcement strategies. Apply appropriate tools and techniques to identify, diagnose and resolve sources of underperformance and conflict within teams	4. Application of 1 of the following to support deployment of the organisation's improvement programme: • Emotional intelligence • Neuro-linguistic programming
K4. Self-development: Latest thinking in Continuous Improvement and Operational Excellence		Demonstrate knowledge of latest thinking in Continuous Improvement and Operational Excellence.	5. Assess the organisation's approach to staying abreast of latest thinking Continuous Improvement and Operational Excellence and make recommendations for improvement. 6. Establish or improve the organisation's approach to staying abreast of latest thinking Continuous Improvement and Operational Excellence
K5. Presentation and reporting: Single page reporting – A3 thinking	Fail to create and communicate effective summaries.	Demonstrate knowledge of the principles and benefits of A3 thinking.	1. Guide and support others in A3 thinking. 2. Establish or improve the organisation's approach to A3 thinking.
K6&S10. Project selection and scoping: Business performance metrics Establish guidelines for project identification and prioritisation. Assess effectiveness of identification and prioritisation processes	Fail to consider process project selection and scoping as a key element in the improvement strategy. Fail to demonstrate use of project selection guidelines and the prioritisation of	Demonstrate knowledge of long-term organisational goals and business performance metrics and how these should be used to inform project selection and scoping.	7. Embed project selection methods across the organisation as part of the organisations longterm strategy for transformation. 8. Assess the organisation's approach

and implement countermeasures to enhance outcomes. Engage leadership team to identify improvement opportunities	improvement projects delivered.	Demonstrate development and use of approaches to identify and prioritise improvement opportunities that align with the organisational strategy.	to identifying, prioritising and scoping improvement projects and identify recommendations for improvement. 9. Benchmark approaches used by others to identify, prioritise and scope improvement projects and identify opportunities to enhance the business improvement strategy
S1. Strategic deployment of continuous improvement: Contribute to the business planning cycle and lead the development of improvement strategy. Analyse current state and identify opportunities. Develop deployment plans considering key enablers. Contribute to the development of an improvement culture. Maintain engagement through effective communication	Fail to consider the wider organisation in the context of improvement strategy development and deployment planning.	Develop an improvement strategy for the business which: • Links to the business planning cycle • Includes analysis of the current state and opportunities • Considers development of an improvement culture • Includes deployment and communication plans	10. Integrate the improvement strategy into other business processes to drive continuous improvement through everyday activities.
S4. Capability Development: Design, source and evaluate learning interventions. Facilitate multi-functional workshops. Advise on selection of individuals for different levels of training	Fail to consider capability development as a key element in the improvement strategy.	Design, source and evaluate learning interventions. Facilitate multi-functional workshops to build capability in improvement principles, methods and/or tools. Assess needs and selection of individuals for different levels of training in improvement principles, methods and/or tools.	11. Assess the organisation's approach to capability development and identify recommendations for improvement. 12. Benchmark approaches used by others to develop capability and identify opportunities to enhance the business improvement strategy.

S5. Project management: Plan and manage an improvement programme with appropriate levels of governance. Apply processes for managing a portfolio of improvement projects including reporting, escalation, audit and risk management/mitigation		Plan and manage an improvement programme with appropriate levels of governance. Apply processes for managing a portfolio of improvement projects including reporting, escalation, audit and risk management/mitigation	13. Assess the organisation's approach to at least 2 of the following (in the context of improvement strategy/deployment) and identify recommendations for improvement: • Programme management • Governance • Reporting and escalation • Audit and risk management/mitigation 14. Benchmark project management approaches used by others and identify opportunities to enhance the business improvement strategy
S8. Change management: Assess the effectiveness of change and identify opportunities to improve outcomes, guiding and supporting others to deliver results	Fail to consider change management as a key element in the improvement strategy.	Assess the effectiveness of change and identify opportunities to improve outcomes, guiding and supporting others to deliver results	15. Assess the organisation's approach to change management and identify recommendations for improvement. 16. Benchmark approaches used by others to change management and identify opportunities to enhance the business improvement strategy.
S17. Process capability and performance: Make recommendations on how an organisation can drive improvement through the selection of tools and metrics for process capability analysis	Fail to consider process capability metrics as a key element in the improvement strategy.	Assess the organisation's approach to analysing process capability and identify recommendations for improvement.	17. Benchmark approaches to process capability analysis used by others and identify opportunities to enhance the business improvement strategy.
S21. Failure Mode Avoidance:	Fail to consider Failure Mode Avoidance as a	Assess the organisation's approach	18. Benchmark approaches to Failure

Communicate the business case, aims, methods & key tools. Identify opportunities for application within product and project life cycles including Lean Design	key element in the improvement strategy.	to Failure Mode Avoidance and identify recommendations for improvement.	Mode Avoidance used by others and identify opportunities to enhance the business improvement strategy.
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Appendix 4: CMI Command Verbs

Below is a list of the CMI command verbs that apprentices may find useful and/or want to use to ensure they are fully meeting the relevant assessment criteria within the grading descriptors of the L6 Improvement Leader occupational standard.

Command Verb	Definition
Analyse	Break the subject or complex situation(s) into separate parts and examine each part in detail; identify the main issues and show how the main ideas are related to practice and why they are important. Reference to current research or theory may support the analysis.
Assess	Provide a reasoned judgement or rationale of the standard, quality, value or importance of something, informed by relevant facts/rationale.
Consider	Take (something) into account (i.e. different ideas, perspectives, theories, evidence) when making a judgement
Create	Originate or produce a solution to a problem.
Define	Show or state clearly and accurately.
Develop	Elaborate, expand or progress an idea from a starting point, building upon given information.
Evaluate	Consider the strengths and weaknesses, arguments for and against and/or similarities and differences. The writer should then judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Apply current research or theories to support the evaluation when applicable.
Examine	Inspect (something) thoroughly in order to determine its nature or condition.
Explain	Make something clear to someone by describing or revealing relevant information in more detail.
Explore	Go through the topic/issue thoroughly looking at all areas that affect the topic/issue.
Formulate	To devise or develop an idea or concept in a concise and systematic way.
Identify	Ascertain the origin, nature or definitive characteristics of something.
Outline	A general description/broad account/summary of something showing essential features/outline the case briefly but not the detail.
Recommend	Put forward proposals, an alternative or suggestion(s) supported by a

	clear rationale appropriate to the situation/context.
Reflect	Consciously contemplate, appraise or give balanced consideration to an action or issue.
Review	To examine, survey, reconsider a subject, theory or item.
Specify	Identify or state a fact or requirement clearly and precisely in detail.
Use	The action of using something for a particular purpose.

Appendix 5: Assessment Mock Questions

CMI has created a mock EPA for Training Providers and/or Employers to use ahead of Gateway. This mock EPA includes questions that can be asked as part of the live assessment professional discussion and project showcase question/answer session, as well as a template to be given to the apprentice.

The role of the Assessor will need to be played by someone within your organisation, not by someone from CMI.

NOTE: As a mock EPA, this is a chance for your apprentices to practice and become familiar with the EPA experience. The result they achieve in their mock has no bearing on the outcome of their actual live EPA.

Below are some sample questions that, as the Training Provider and/or Employer, you could use as part of this mock EPA.

DISSERTATION	
K1 Pass: Strategy development:	Describe a scenario where you have applied a strategic framework like SWOT, PESTLE or Porter's Five Forces and explain how it was beneficial in developing business strategy What ongoing processes would you implement to monitor and report on the realisation of identified financial and non-financial benefits after a project has been implemented? How would you articulate the business case for investing in Failure Mode Avoidance (FMA) to an executive team, emphasising its financial and operational benefits?
K1 Merit 1:	
S1 Pass: Strategic deployment of continuous improvement:	
S1 Merit 10:	
S4 Pass: Capability Development:	
S4 Merit 11:	
S4 Merit 12:	
K2&S2 Pass: Business benefits:	
K2&S2 Merit 2:	
K2&S2 Merit 3:	
K6&S10 Pass: Project selection and scoping:	
K6&S10 Merit 7:	
K6&S10 Merit 8:	
K6&S10 Merit 9:	
S21 Pass: Failure Mode Avoidance:	
S21 Merit 18:	

K3&S3. Team formation & leadership:	Describe the common constraints associated with cross-functional, virtual, self-managed team types Describe a recent development or concept in CI/OE that you have researched and found particularly impactful. How could it be applied in a practical setting? How do you ensure that the management of a portfolio of improvement projects remains aligned with the organisation's strategic objectives and delivers intended business benefits?
K3&S3 Merit 4:	
K4 Pass: Self-development:	
K4 Merit 5:	
K4 Merit 6:	
K5. Presentation and reporting:	
K5 Merit 1: Guide and support others in A3 thinking.	
K5 Merit 2:	
S5. Project management:	
S5 Merit 13:	
S5 Merit 14: improvement strategy.	
S8. Change management:	
S8 Merit15:	
S8 Merit16:	
S17. Process capability and performance:	
S17 Merit 17:	

Note: These are not the actual questions asked by CMI at EPA. The questions asked are based on the Independent Assessor's review of the apprentice's Project Report.

PROFESSIONAL DISCUSSION	
Assessment Theme 1: Data-Driven Problem Solving & Improvement	
K7 Pass: Measurement systems:	What types of errors can a measurement system audit identify? How would you detect multicollinearity, and what are its potential impacts on your regression model? What strategies can you employ to address multicollinearity?
K7 Merit 3:	
K8 Pass: Data analysis	
K8 Merit 4:	
K8 Merit 5:	
K9 Pass: Experimentation and optimisation:	
K9 Merit 6.:	
S15 Pass: Data acquisition for analysis:	
S15 Merit 15:	

S16 Pass: Statistics and graphical analysis:		
S16 Merit 16.:		
S16 Merit 17:		
S18 Pass: Root cause analysis:		
S18 Merit 18:		
S19 Pass: Experimentation, optimisation and simulation:		
S19 Merit 19:		
S22 Pass: Data analysis – Statistical Process Control:		
S22 Merit 21:		
Assessment Theme 2: Process Understanding & Lean Application		
S9 Pass: Principles and methods:	Describe a scenario where effectively linking the inputs of one tool (e.g., data from a measurement system audit) to the outputs of another (e.g., a root cause analysis) led to a significant business benefit.	
S9 Merit 9:		
S11 Pass: Problem definition:		
S11 Merit 10:		
S12 Pass: Voice of Customer(VOC):		
S12 Merit 11:		
S13 Pass: Process mapping and analysis:		
S13 Merit 12:		
S14 Pass: Lean concepts and tools:		
S14 Merit 13:		
S14 Merit 14:	What are the common pitfalls or biases that can hinder an evidence-driven problem definition, and how would you help others overcome them?	
Assessment Theme 3: Project Management, Review & Strategic Alignment		
S6 Pass: Reviewing projects and coaching others:	Provide examples of open-ended questions you would use to stimulate reflection and discussion during a group coaching review.	
S6 Merit 7:		
S6 Merit 8:		
S7 Pass: Presentation and reporting.:		
S20 Pass: Identification & prioritisation.:		
S20 Merit 20:		
S23 Pass: Benchmarking:		
S23 Merit 22:		
B4. Strategic Thinking:		What methods or tools do you use to research and evaluate the potential applicability of new ideas or technologies?

B4 Merit 24.	
B4 Merit 25.	
Assessment Theme 4: Behavioral and Professional Competencies	
B1 Pass: Drive for results:	How do you foster a culture within a team that encourages proactive identification of enablers and barriers, rather than just reactive problem-solving?
B2 Pass: Team Working:	
B3 Pass: Professionalism:	
B3 Merit 23:	
B5 Pass: Safe Working:	

Note: These are not the actual questions asked by CMI at EPA. The questions asked are based on the Independent Assessor's review of the apprentice's Project Report.

Appendix 1 - Version control history

Version	Changes applied	Date amended
v1.0	Amended to comply with the standard format	15/09/25