

Sustainability Business Specialist Integrated Degree Apprenticeship Standard

End-point Assessment Plan

Apprenticeship standard reference number	Level of this end-point assessment (EPA) plan	Integrated EPA
ST0748	7	Yes

Contents

Introduction and overview.....	1
EPA summary table.....	3
EPA Gateway.....	4
Length of End Point Assessment Period.....	5
Order of end-point assessment methods	5
End-point assessment methods	6
Overall EPA Grading	10
Re-sits and re-takes	10
Reasonable Adjustments.....	11
Roles and responsibilities	12
Affordability	14
Professional Body Recognition	15
Annex A: Mapping of knowledge, skills and behaviours (KSBs)	16
Annex B: Grading Criteria and Descriptors	20

Introduction and overview

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

In an integrated degree apprenticeship, the MSc Sustainability 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 180 credits, with the EPA accounting for 40 credits.

During the EPA, apprentices must be assessed against the knowledge, skills and behaviours (KSBs) relating to this apprenticeship.

Full time apprentices will typically spend 24 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 140 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 EPA¹.

The EPA will be completed within an EPA period lasting typically six months, after the apprentice has met the EPA gateway requirements.

HEIs 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 assessment methods:

- work-based project, consisting of a report, presentation and questioning
- technical interview, underpinned by a portfolio of evidence

The individual assessment methods will have the following grades:

Assessment method 1 – work based project

- fail
- pass
- merit
- distinction

Assessment method 2 – technical interview

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

- 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 24 months)	<p>Training to develop the sustainability business specialist occupation standard's knowledge, skills and behaviours</p> <p>Completing 140 on-programme MSc Sustainability degree credits</p> <p>Compiling a portfolio of evidence</p> <p>Working towards English and maths Level 2 (if required)</p>
End-Point Assessment Gateway	<p>Employer satisfied apprentice is consistently working at or above the level of the occupational standard</p> <p>Completed 140 on-programme MSc Sustainability degree credits and have passed all on-programme degree modules</p> <p>Completed portfolio of evidence</p> <p>Achieved English and maths Level 2, as a minimum</p> <p>Project outline will be agreed between the employer and EPAO at the gateway</p>
End-Point Assessment (typically six months)	<p>Assessment Method 1: work-based project, consisting of report, presentation and questioning; graded fail, pass, merit or distinction</p> <p>Assessment Method 2: technical interview, underpinned by portfolio of evidence; graded fail, pass, merit or distinction</p> <p>Worth 40 MSc Sustainability integrated degree credits</p> <p>EPA graded fail, pass, merit or distinction</p>

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 are deemed to 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.

The EPAO determines when all gateway requirements have been met, and the EPA period will only start once the EPAO has confirmed this.

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 140 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.
- An apprentice must hold a portfolio of evidence. The portfolio of evidence will be used to underpin the EPA technical interview. The portfolio must be submitted to the EPAO at Gateway.

For the Work-based Project the apprentice will be required to submit

- A project outline

The project outline should be agreed by the employer, apprentice and EPAO. The project outline will include the project title, scope, key activities/milestones and expected outputs/measures of success. The apprentice will ensure it is relevant to their role, the employer will confirm it meets a business need and the EPAO will ensure it will cover all of the KSBs for this assessment method.

For the Technical Interview the apprentice will be required to submit

- A portfolio of evidence

The portfolio of evidence requirements:

- Evidence must demonstrate the apprentice's knowledge, skills and behaviours (KSBs) – 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; a qualitative as opposed to quantitative approach is suggested.
- Evidence must relate to 'real' work, dependent on the sector (e.g. plastic reduction, biomass projects to re-use waste, raw materials for sustainable sources, carbon reduction), completed by the apprentice; evidence from simulated activities are not allowed.
- The portfolio will be reviewed but not directly assessed and will typically 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.
- The portfolio of evidence must be submitted to the EPAO at the gateway.

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). Any employer contributions should focus on direct observation of evidence, for example witness statements, rather than opinions
- recorded evidence (video or audio); maximum 20-minutes in total duration
- training records/certificates

Evidence cannot include reflective accounts, any methods of self-assessment or witness testimonies.

The portfolio is not directly assessed. It underpins the Professional Discussion assessment method and therefore should not be assessed by the EPAO. EPAOs should review the portfolio in preparation for the Professional Discussion, but are not required to provide feedback after this review of the portfolio.

Length of end-point assessment period

The EPA will be completed within an EPA period lasting typically for six months, starting when the EPAO has confirmed that all Gateway requirements have been met.

Order of end-point assessment methods

The assessment methods can be taken in any order.

End-point assessment methods

The apprentice will be assessed against the KSBs assigned to the assessment methods outlined below, as shown in the mapping section of this EPA plan.

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

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

This assessment method has 2 components.

A work based project which involves the apprentice completing a significant and defined piece of work that has a real business benefit. The project must be undertaken after the apprentice has gone through the gateway. The project should be designed to ensure that the apprentice's work meets the needs of the business, is relevant to their role and allows the relevant KSBs to be assessed for the EPA. The employer will ensure it has a real business application and the EPAO will ensure it meets the requirements of the EPA, including suitable coverage of the KSBs assigned to this assessment method as shown in the mapping of assessment methods. The EPAO must refer to the grading descriptors to ensure that projects are pitched appropriately.

Apprentices must agree a work-based project outline with their employer and EPAO at the Gateway. If the EPAO fails to agree on the outline the apprentice will have a further 2 weeks for rework and the EPAO will have 2 weeks to agree it. The outline must detail the project title, scope, key activities/milestones and expected outputs/measures of success. Apprentices must produce a report, prepare and deliver a presentation and then be questioned in relation to the 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's 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% at the apprentice's discretion), excluding references, diagrams, appendices and abstract, based on a work-based project, which relates to their industry, 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 outline must detail the project title, scope, key activities/milestones and expected outputs/measures of success. The project will be submitted in either a paper based or digital format.

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.

Project titles will be agreed at the start of the EPA period. Examples could include (but not limited to):

- Development of a business case for the change of process or product in order to improve sustainability to include economic, social or environmental benefits delivered.
- Development of an environmental or sustainability policy for the organisation.
- Investigation into the potential for a new sustainable product or process and an analysis of the potential benefits to the organisation and any broader social or environmental benefits.
- Review of current research into emerging sustainable technologies of value to the business.

The project starts after the apprentice has gone through the gateway. The typical duration of the project should be 12 weeks. The employer should ensure the apprentice has sufficient time and the necessary resources, within this period, to plan and undertake the project. Apprentices must have 12 weeks to complete the project report and presentation from when the EPAO agrees the project outline. The project report must be reviewed by the independent assessor ahead of the presentation and questioning components.

The apprentice should complete their project unaided. When the report is submitted, the apprentice and their employer must verify that the submitted project report is the apprentice's own work.

b) Presentation and questioning

Apprentices must prepare and deliver a presentation on their work-based project. The presentation will be submitted with the project report. The presentation will last for 60 minutes, typically including a presentation of 30 minutes and questioning for 30 minutes. The independent assessor have the discretion to increase the time of the presentation and questioning by up to 10% to allow the apprentice to complete their last answer.

The presentation will be made to the independent assessor and must cover the KSBs assigned to this assessment method. The EPA judgement lies solely with the independent assessor who grades this assessment method.

The presentation must include:

- a summary of the project report;
- an explanation of how and why specific techniques and criteria have been selected;
- improvements moving forward;
- recommendations;
- and a critical evaluation of the project.

There are no restrictions on how apprentices deliver the presentation or support resources/materials used. The EPAO must be advised of presentation requirements (for example PowerPoint, whiteboard, flip chart facilities) when the presentation is submitted. The EPAO will give the apprentice at least 10 working days notice of the presentation date and time.

Following the presentation, the independent assessor will ask a minimum of 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, seek clarification and to enable the apprentice to demonstrate competency at all grades. 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 using the EPAO's marking materials.

The presentation and questioning 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 is conducted remotely. The EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

The independent assessor will make all grading decisions for this assessment method.

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.
- independent assessor training materials
- assessment specifications
- grading guidance
- assessment recording documentation

Assessment method two – technical interview (TI)

Apprentices must be able to explain complex information clearly and the knowledge, skills and behaviours will sit across multiple industry sectors.

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

Apprentices can refer to evidence in their portfolio when answering questions.

The EPA judgement lies with the independent assessor who grades the technical interview and this grade will be finalised by the EPAO.

The technical interview must last 60-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 a minimum of 5 questions during the technical interview. Independent assessors must use the question bank as a source for questioning and are expected to use their professional judgment to tailor those questions appropriately. Independent assessors are responsible for generating suitable follow-up questions in line with the EPAO's training and standardisation process. The questions relating to underpinning KSBs must be varied yet allow assessment of the relevant KSBs. The independent assessor must record the questions asked and the responses on the EPAO's marking materials.

The EPAO must be provided with a copy of the apprentice's portfolio of evidence at the Gateway.

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 technical interview is conducted remotely. The EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

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.
- assessment recording documentation.
- independent assessor training materials
- assessment specifications
- grading guidance

Overall EPA 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. See Annex B for the grading table.

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

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

Apprentices must show competence in all the knowledge, skills and behaviours.

Independent assessor decisions may 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 overall apprenticeship grade.

In order to 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
Merit	Distinction	Merit
Distinction	Merit	Distinction
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 who fail one or more assessment method/s will be offered the opportunity to take a re-sit or a 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 gain a higher grade.

The apprentice's employer will need to agree that either a re-sit or 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 by the EPAO. The resit/retake work would involve the apprentice producing a second project. Given the kind of industry role of the apprentice they would be able to use existing data from the workplace (the workplace mentor needs to help ensure that the project chosen does not involve a lengthy data gathering process) so the 6 months would be a reasonable timeframe. It is also possible that the second project is broadly related to the original subject (for instance around water quality, renewable energy) so the literature researched for the first project can be of value in the second. There needs to be guidance from the workplace mentor in terms of the second project title so that the project can be completed within this timeframe.

If the technical interview requires a re-sit/re-take, but the work-based project has been successfully achieved, the technical interview re-sit/re-take 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 to the assessment methods for the EPA for this apprenticeship standard. 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 EPA plan.

End-point assessment organisations

HEIs 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	As a minimum, apprentices should: <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • support the apprentice to achieve the KSBs outlined in the occupational standard • work with the training provider (where applicable) to support the apprentice in the workplace and to provide the opportunities for the apprentice to develop the KSBs • arrange and support a minimum of 20% off-the-job training to be undertaken by the apprentice • ensure that all supporting evidence required at the gateway is submitted in accordance with this EPA plan • determine when the apprentice is working at or above the level outlined in the occupational standard and is ready for EPA • select the EPAO and training provider • confirm to the EPAO that all EPA gateway requirements have been met • remain independent from the delivery of the EPA • confirm arrangements with EPAO for the EPA (who, when, where) in a timely manner • ensure apprentice is prepared for the EPA • ensure the apprentice is given sufficient time away from regular duties to prepare for and complete all post-gateway elements of the EPA, and that any required supervision during this time (as stated within this EPA plan) is in place
EPAO	As a minimum EPAOs should: <ul style="list-style-type: none"> • conform to the requirements of this EPA plan and deliver its requirements in a timely manner • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard • conform to the requirements of the Register of End-Point Assessment Organisations (RoEPAO) • conform to the requirements of the external quality assurance provider (EQAP) for this apprenticeship standard • understand the occupational role • appoint suitably qualified and competent independent assessors to assess and grade the EPA • provide training to the independent assessors they employ to undertake the EPA in terms of good assessment practice, operating the assessment tools and grading

	<ul style="list-style-type: none"> • provide adequate information, advice and guidance documentation to enable apprentices, employers to prepare for the EPA • 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 independent assessor who have no direct connection with the apprentice their employer or on-programme learning 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 EPA plan • have, and operate, a complaints and appeals process • arrange for certification
Independent assessor	<p>As a minimum an independent assessor should:</p> <ul style="list-style-type: none"> • understand the occupational standard and EPA plan • deliver the EPA in-line with the plan and without extending the EPA unnecessarily • make all grading decisions • record and report all assessment outcome decisions, for each apprentice, following instructions and using assessment recording documentation provided by the EPAO, in a timely manner • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard • comply to the IQA requirements of the EPAO • have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances, including when the EPAO is the training provider (i.e. HEI) • 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 • hold a degree in a related subject; they do not have to have an assessor qualification although this is considered good practice • 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)
HEIs/University	As a minimum the University should:

	<ul style="list-style-type: none"> • 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 • ensure on-programme personnel have no part in the EPA itself
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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 who are independent of the apprentice and their employer(s). Where the training provider is the EPAO (i.e HEI) there must be procedures in place to mitigate any conflict of interest which will be monitored by EQA activity.
- 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 on this Standard and ensure that independent assessors attend a minimum of one day per year
- operate moderation of assessment activity and decisions, through examination of documentation and observation of activity
- hold and operate a complaints and appeals process

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

Professional body recognition

The Institute of Environmental Management and Assessment (IEMA) / Associate Membership

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

Assessment method	Key
Work-based project	WP
Technical interview	TI

Knowledge

Knowledge statement - EPA
K1: The global social, environmental, economic and ethical pressures affecting business, government and society
K2: The social, economic, philosophical, political, technological and regulatory environment and potential levers to drive change
K3: How different cultures, customs and business practices impact on how the organisation works on a global scale
K4: How life cycles analysis or whole lifestyle costings work, including foot printing
K5: How to build sustainable communities for the future
K6: Utilising continuous improvement techniques such as Kaizen and LEAN to drive the sustainability agenda within the organisation such as through the reduction of waste or recycling
K7: How to identify probable sustainability issues at each stage of the end-to-end supply/value chain and how they can be resolved or mitigated
K8: The principles of being the best "neighbour" in the local community taking into account issues such as emissions, engaging with the local community, road access
K9: How to identify sustainability key stakeholders and their roles
K10: The design of environmental systems to meet ISO 17021 and how to embed them within the business to drive standards in line with ISO 14001 and customer codes of practice
K11: How external factors can influence consumer behaviour and how they can be overcome

K12: Sustainable technologies relevant to own sector
K13: The principles and practices of internal and external audits as specified in ISO 19011
K14: The macro environmental factors which influence the sector such as climate change, water resource and pollution and their impact on business/organisational practice
K15: Key principles which identify the "Ethical Business" and how to put it into practice
K16: How the organisation design and structure can drive or hinder sustainability practices
K17: How to communicate sustainability messages effectively internally at all levels of the organisation or externally to key stakeholders
K18: Transformational leadership and change management in areas such as creating a vision for the future, motivating and inspiring others to engage with the vision and coaching and mentoring others and building a team to achieve the vision
K19: How to research, critically evaluate and present business information; utilising statistical/analytical skills to interpret primary/complex data

Skills

Skills statement - EPA
S1: Conceptualise and resolve ethical, corporate social responsibility and sustainability issues within the business
S2: Devise and implement achievable and viable sustainability strategies for the organisation
S3: Critically evaluate sustainability issues and trends which may impact on business performance
S4: Analyse sustainability performance data and develop the appropriate business response in line with ISO 14001, legislative and customer codes of practice
S5: Assemble and drive resource efficiency including auditing in line with ISO 19011 and ISO 17021 and consulting on energy, water, waste, materials, packaging

S6: Contribute, collaborate and, where appropriate, show leadership on a global procurement Standards and Governance strategy, breakthrough ideas, best-in-class approaches, bringing the outside inside including innovation and sustainability, and managing the sourcing cycle and supplier relationship management system effectively by liaising with the procurement function
S7: Formulate and co-ordinate a business response on sustainability issues to internal and external stakeholders
S8: Collaborate on, lead and/or manage organisational sustainability projects, such as life cycle analysis or foot printing to drive change throughout the business
S9: Identify, influence and manage key stakeholders across different business functions
S10: Support the organisation at all stages of the internal and external audit process
S11: Contribute and collaborate in the leadership, coaching and management of a multidisciplinary team, collaborating with and influencing other sustainability colleagues and the wider business to achieve organisational sustainability objectives
S12: Identify, assess, and prioritise sustainability risks within the organisation and utilise resources to mitigate, control and monitor the probability and/or impact of such events
S13: Design, implement and evaluate the internal and external environmental audit schedule in line with ISO 19011 and ISO 17021 to drive improvements
S14: Appraise the impact of current global economic issues to the viability of sustainability projects and its impact on profitability
S15: Directly influence and input into the corporate social responsibility agenda for the organisation

Behaviour statement - EPA

B1: Problem solving: take a holistic approach to solving complex problems
B2: 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
B3: Networking: establishes internal and external networks to keep current knowledge of sustainability trends and issues up to date

B4: Personal effectiveness: demonstrates a high level of self-awareness and is emotionally intelligent; adapts behaviour easily dependent upon situation and impact to achieve desired result

B5: Influencing and negotiation: acts as a subject matter expert to inspire others to achieve business goals; adapts language and communication medium to seek agreement; proactively communicates clearly, concisely and on a timely basis; is inventive about win-win options to gain majority consensus

B6: Ethical: demonstrates, and champions in others, a healthy respect for key moral principles that include honesty, fairness, equality, dignity, diversity and individual rights

B7: Responsiveness to change: flexible to changing demands; resilient under pressure

B8: Innovation: demonstrates curiosity to foster new ways of thinking and working; seeks out opportunities to drive forward change and improvements for the business

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

Annex B – Grading criteria and descriptors

Workplace Project

All Pass criteria must be achieved for a Pass grade in this assessment method.

3/5 or 4/5 Distinction statements must be achieved for a Merit grade in this assessment method.

5/5 Distinction statements must be achieved for a Distinction grade in this assessment method.

Theme mapped to K/S/B	Pass	Distinction
External and internal business sustainability Mapped to: K1, K2, K5, K9, S2, S3,	Apply a systematic understanding and critically evaluate the social, environmental, and ethical contexts and trends within which key stakeholders operate, and apply this knowledge to devise sustainability strategies at an appropriate level.	Evaluate the social, environmental, and ethical contexts within which key stakeholders operate, devise and evaluate sustainability strategies at a number of levels within the business.
Ethical and sustainability management Mapped to: K3, K15, S1, S14,	Apply an international approach to identify the impacts of globalisation on businesses, societies and the environment and to evaluate ethical and sustainability issues, identifying solutions with reference to corporate social responsibility and profitability.	Demonstrate the ability to take an international perspective, analysing the impact of globalisation on businesses, societies and the environment and to resolve complex ethical and sustainability issues with reference to corporate social responsibility.
Technical solutions to sustainability issues Mapped to: K10, K13, K14, K19, S4, S5, S10, S12, S13, B1, B8	Identify and research the impact of macro environmental factors (eg climate change, pollution) on business practice from statistical analysis of sustainability performance data. Apply a knowledge of sustainable technologies designed to	Evaluate the impact of macro environmental factors (eg climate change, pollution) on business practice. Evaluate the use of internal and external environmental auditing to drive standards in sustainable practice, implementing emerging innovative

	mitigate the challenges and solve problems caused by environmental factors to develop improved organisational standards and responses through sound judgements which are communicated to a range of audiences via various means (i.e. presentation) and monitor their effectiveness through the use of internal and external environmental audits.	practice in sustainable technologies designed to mitigate environmental challenges to make sound judgments and communicate conclusions clearly to a range of audiences.
Organisational data management and analysis Mapped to: K7, S7, S8	Lead and drive forward business change projects (such as life cycle analysis or foot printing) to design and implement systems that include the management of resources, identification and resolution/mitigation of sustainability issues, financial operations and environmental auditing to encompass the supply chain, procurement, logistics, quality systems. Conduct research and enquiry in order to analyse the resulting data used in decision-making and resolve highlighted issues at each stage of the end to end process. Creates and co-ordinates appropriate business responses on sustainability issues which address internal and external stakeholder needs and that are updated at appropriate frequency via a Communications Plan.	Design, implement and evaluate a range of systems to include the management of resources, financial operations and environmental auditing to encompass the supply chain, procurement, logistics and quality systems. Conduct research and enquiry to analyse the resulting data to produce creative and entrepreneurial solutions to complex issues.
Leadership and decision making Mapped to: S15, B4	Identify different leadership styles to be used in the recognition and management of ethical dilemmas, corporate social responsibility and sustainability issues,	Adapt appropriate leadership styles to address ethical dilemmas, as well as corporate social responsibility and sustainability issues, ensuring appropriate decision-making, applying ethical and

	ensuring personal standards are upheld when challenged.	organisational values to design innovative and creative solutions to drive forward change and improvement for the business.
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Technical Interview

All Pass criteria must be achieved for a Pass grade in this assessment method

2/4 Distinction statements must be achieved for a Merit grade in this assessment method.

3/4 Distinction statements must be achieved for a Distinction grade in this assessment method.

Theme mapped to K/S/B	Pass	Distinction
Negotiating and influencing Mapped to: K8, K11, K17, S9, B2, B3, B5, B6	Demonstrate effective oral and written communication of ideas and arguments, demonstrating an understanding of the needs of others and delivering resolution to issues and problems. Identifies and develops relevant internal and external stakeholder contacts who can be drawn upon to discuss emerging issues in sustainability.	Implement effective communication techniques through skilled networking and listening using both oral and written communication of ideas and arguments, demonstrating empathy and delivering resolution to complex issues and problems.
Leading and coaching Mapped to: S11	Demonstrate achievement of organisational sustainability objectives by leadership, coaching and managing a multidisciplinary team.	Design organisational sustainability objectives and deliver these through leadership, progressive coaching and the management of a multidisciplinary team.

<p>Business development to deliver continuing improvement in sustainability parameters</p> <p>Mapped to: K4, K6, K18, S6, B7</p>	<p>Analyse, develop and implement appropriate strategies (including lifecycle analysis and foot-printing) to deliver improvements to the sustainability of the business in more than one of the three dimensions of sustainability, through the use of continuous improvement techniques such as Kaizen or LEAN, demonstrating responsiveness to changing demands, demonstrating flexibility and resilience.</p>	<p>Challenge preconceptions and functional boundaries by analysing, synthesising, developing and implementing innovative and appropriate strategies (including lifecycle analysis and foot-printing) to deliver significant improvements to the sustainability of the business in social, environmental and economic dimensions in a changing environment, through the use of continuous improvement techniques such as Kaizen or LEAN, by responding rapidly and flexibly to changing demands and exhibiting resilience under pressure</p>
<p>Embedding sustainable technologies and practices within the business</p> <p>Mapped to: K12, K16</p>	<p>Appraise the emerging technologies and practices available to enhance sustainability within the business and consider how these might be utilised to bring about improvement to sustainable practices.</p>	<p>Critically evaluate the emerging technologies and practices available to enhance sustainability within the business and assess the value of these in various contexts to devise bring about significant improvement to sustainable practices of value to the wider business community.</p>