Assessment Plan
Senior Housing/Property Management Level 4

Introduction/Overview

The apprenticeship has been developed to prepare an apprentice for a senior role within the housing/property management sector. The potential range of roles available is varied and some roles may require apprentices to manage a team, manage a department, a branch/office or management of resources. The core of the apprenticeship has been established to provide an occupational context to management in the sector. It has been developed to meet the needs of housing/property professionals within the private and affordable housing sectors and is applicable to all sizes of organisation.

The development of the assessment methodology has taken account of the skills and knowledge acquired through the Level 4 apprenticeship in Housing/ Property Management and the need for a synoptic end point assessment. The duration of the apprenticeship is anticipated to be 18-24 months and while evidence is collected throughout the duration of the apprenticeship, the end point assessment is completed during the final 6 months.

This plan has been developed by an employer led group, with the valuable insight and input of assessment and provider specialists.

Our approach builds on good operational management processes including;

- ensure that the processes and outcomes are based on relevant and realistic assessment of competence to undertake the role of a housing/property professional;
- the relationship of the apprentice to the employer and the effective use of appropriate performance management and supervision to maximise the potential of the apprentice within the work environment;
- the need for appropriate processes to ensure the consistency and rigour of the apprenticeship through external input;
- the need to grade the apprenticeship; and
- the need to establish a process of end point assessment that ensures the overall competency of the apprentice.

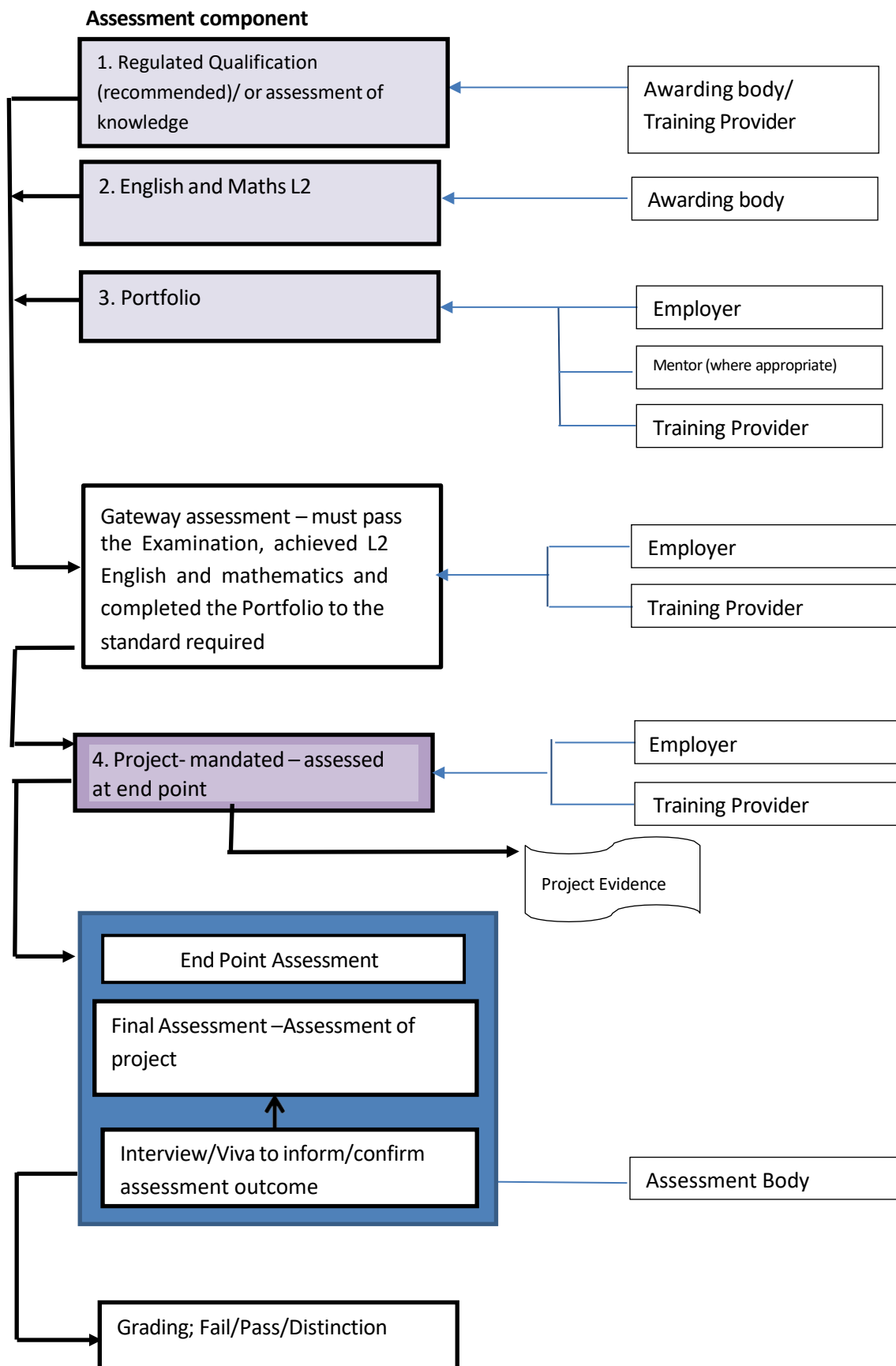Therefore, there are five main components of the assessment:

Formative assessment

1. Completion of an agreed regulated qualification (recommended)/ or an assessment of knowledge
2. Completion of English and mathematics at Level 2
3. A portfolio of evidence developed through a formative assessment process
4. Work based project (mandatory as assessed at end point)

Synoptic end point assessment

5. Assessment of the work based project
6. An interview/viva

An overview of the assessment process is set out below:

1   Assessment Process Diagramatic

Assessment component

Assessment component	Responsible body
1. Regulated Qualification (recommended)/ or assessment of knowledge	Awarding body/ Training Provider
2. English and Maths L2	Awarding body
3. Portfolio	Employer / Mentor (where appropriate) / Training Provider
Gateway assessment – must pass the Examination, achieved L2 English and mathematics and completed the Portfolio to the standard required	Employer / Training Provider
4. Project- mandated – assessed at end point	Employer / Training Provider

Project Evidence

End Point Assessment

Final Assessment –Assessment of project

Interview/Viva to inform/confirm assessment outcome — Assessment Body

Grading; Fail/Pass/Distinction

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2 Recommended Formative Assessment

The types of roles within housing/ property management enable formative assessment to be incorporated into regular performance reviews. This approach integrates with performance management processes that monitor progress against agreed milestones, collect relevant evidence and address learning needs.

Throughout this apprenticeship the apprentice will compile a portfolio which will be developed to satisfy the assessment criteria. The methodology, agreed templates and processes will be developed by the training provider and employer, with guidance from the assessment organisations.

This will include;

- collection of evidence required to demonstrate competence against the standard and assessment criteria;
- target setting, regular scheduled and recorded one to ones, periodic assessments against targets and 360 degree appraisal;
- reflective learning;
- observation in key tasks and feedback relevant to the evidence required to demonstrate competence against the standard and assessment criteria; and
- a behaviours log to assess and record the demonstration of the appropriate behaviours.

3 Knowledge

Employers have agreed that apprentices must be able to demonstrate a sound knowledge of housing/property principles during the first 12 months of their apprenticeship and before progressing to the final end point assessment.

Apprentices may undertake a qualification that has been designed to test knowledge of housing/property. There is a range of available Housing and Property Management qualifications that the employer may use to assure knowledge requirements are met. In view of the number of Awarding Bodies, Professional Bodies and associated qualifications to meet the sectors' varied needs, further work will be undertaken with Awarding Bodies and employers to confirm the qualifications that are most applicable.

Alternative arrangements for assessing knowledge of housing principles may be developed by employers and training providers. These arrangements must include robust assessment methods that are capable of producing reliable assessment outcomes. Further guidance on suitable forms of alternative knowledge assessments will be developed by Awarding Bodies, Professional Bodies and training providers, with guidance from employers.

4 English and mathematics

In order to complete the apprenticeship, apprentices must gain Level 2 in English and mathematics, this can be completed during the apprenticeship and is hence not an entry requirement.

Regular reviews between the apprentice, line manager and training provider (aligned with the performance management process) will take place to ensure that the necessary evidence is being

gathered and the apprentice is making progress towards their goals. The portfolio while an important component of ensuring the apprentice is competent does not form part of grading process.

Key role	Key responsibilities
Employers role	• Provide support, training and direction to the apprentice and ensure that they acquire the relevant skills, knowledge and behaviours • Ensure that the apprentice operates in a safe and supportive environment • Ensure that the apprentice receives regular reviews and that these are recorded to gather evidence of progress and achievements • Ensure that regular targets are set and reviewed to monitor progress and take action if required
Training Provider role	• Ensure that (prior to starting the apprenticeship), both employer and apprentice understand the detail of the learning journey and their respective commitments to this • Provide the agreed training content to support the apprentice's development as commissioned by the employer • Ensure that the requirements of the apprenticeship are fully reflected in the performance management process and that this is represented in the associated portfolio and ensure that any gaps are filled through their work with the apprentice • Support the apprentice throughout the learning journey, providing advice and guidance on learning strategies and tools that support the apprentice's progress and to maximise their potential • Provide support and guidance to the line manager in their delivery of the apprenticeship, providing any training if required • Ensure that consistent standards are being maintained through the formative assessment process via internal verification
Apprentice Mentor's role	We anticipate organisations will appoint a mentor for the apprentice. The mentor will be a suitable colleague within the employing organisation. (We define mentoring as 'The learning and development partnership between somebody who has experience and somebody who wants to learn') • Commit to the learning process by active listening and ask questions to help the apprentice to make decisions, judgements and take action • Help to develop understanding through sharing own experience and examples and support different ways of thinking by offering new perspectives • Provide additional information if requested on housing / property related topics • Reflect on learning, provide guidance on the process of coming to conclusions by thinking through the implications • Supportive action planning • Advise on other development opportunities e.g. opportunities for specific coaching, training, work place training or informal learning methods • Address any welfare or other issues, meeting with the line manager if required by the apprentice to discuss and progress any concerns

5   Gateway for progressing to final end point assessment

The Employer and/or Training Provider will;

- review the portfolio to ensure that the apprentice has completed all the criteria to the required standard;

- successfully demonstrate the knowledge either via regulated qualification achievement or assessment;

- ensure the apprentice has the required level in English and mathematics; and

- ensure the apprentice is suitably prepared to advance to the final assessment process.

6 Mandated Project (completed as part of the apprenticeship and assessed at end point)

The final assessment has been designed to test the competence of the apprentice through the completion of a project that has been agreed by the assessment body/s. The project is, undertaken with oversight by the employer and training provider and the evidence arising from this is then evaluated through the end point test, with a viva to confirm the apprentice's competence

The project component has been developed as a synoptic assessment, which will generate evidence for the final assessment, through the demonstration of applied knowledge and skills. The project will be completed during the last 6 months of the apprenticeship following the gateway process and provides the opportunity to demonstrate integration of skills, knowledge and behaviours that will be assessed through the final assessment process. The project will be a practical work based assignment, specified by the Assessment Bodies[1], which will cover a wide selection of the skills and knowledge criteria across the whole of the apprenticeship standard. The Assessment Bodies will specify the conditions applicable to the project ensuring the following are addressed;

- that it covers a wide selection of the skills, knowledge and behaviours across the apprenticeship standard;
- has direct relevance to the housing/property management roles;
- includes conditions including the timescales to complete;
- and is supported by guidance and example projects which will illustrate the level of detail and expectations of the project.

The project might for example outline the development and application of a significant change in the operation of a housing management function, which requires the demonstration of the skills, knowledge and behaviours specified in the apprenticeship standard. The project will:

- Stretch both theoretical understanding and practical application, and in that sense test real acquired skills and knowledge;
- Demonstrate appropriate capability of managing staff and resources;
- Involve interaction with colleagues and tenants in developing and executing the project;
- Include a diary and report of the project activity which will form the basis of the final assessment; and
- Be completed in the final 6 months of the apprenticeship.

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[1] Assessment bodies will be selected by the employer

The suggestive means of assessment are defined in Annex 1.

7   End Point Assessment

The components of the Final Synoptic Assessment (project assessment and interview/viva) require the apprentice to demonstrate that they fully meet the apprenticeship standard and enable the grading of the apprenticeship to be completed. The weighting of the components are 80% project assessment and 20% interview/viva. The interview/viva is scored by the independent end point assessor in terms of content against knowledge, skills and behaviour.

1. An interview /viva with the apprentice will then be convened.

    a. The interview/viva will commence with a presentation by the apprentice based on their project followed by a series of questions.

    b. The focus of the final assessment is on the apprentice demonstrating competence against the defined assessment criteria, derived from the competencies set out in the standard (see Annex 1, which will be further developed by the Assessment Bodies once the assessment has been approved).

    c. A record will be made of the interview/viva including questions and responses from the apprentice for evidence and verification purposes.

2. The independent end point assessor will determine if the evidence demonstrates that the apprentice has met the apprentice assessment standard, and where the evidence signifies a pass whether this is a pass or distinction grade.

3. The independent end point assessor is responsible for ensuring that the collective evidence satisfies the requirements of the apprenticeship.

8   Independence and impartiality

An independent end point assessor will be appointed by the Assessment Bodies to add a further objective and independent view.

The independent end point assessor solely assesses and grades the apprentice post gateway. The employer and training provider are not part of, and do not contribute to, assessing or grading any part of the end point assessments.

They will have;

-   impartiality and objectivity (the Assessment Bodies will be required to identify potential conflict of interest)

- no prior involvement with the candidate before the final assessment

- relevant experience within the sector

- recognised competence in assessing the awarding criteria

In addition, the Assessment Bodies will periodically undertake standardisation meetings where they will monitor the standards over time, review and compare assessment outcomes and take action to ensure that the process and outcomes remain standardised.

9 Delivering Consistent and Reliable Judgments

At the core of ensuring that judgments on competence are consistent, will be the detailed assessment criteria, which define what is required for each of the knowledge, skill and behaviour areas to be assessed, and the guidance issued by the Assessment Bodies.

A robust scoring matrix will be used by the Assessment Bodies to evaluate evidence against the assessment criteria derived from the competencies outlined in the standard. The guidance will contain information on what is required to pass the apprenticeship for the learning outcomes of knowledge, skills and behaviours set out in the assessment criteria, including examples of acceptable evidence for that employer. Each criterion will be scored to identify how well the apprentice has met the learning outcome. A scale is shown below - the apprentice will have to score 3 or above in each of the assessment criteria to achieve a Pass.

1	2	3	4	5
Significant gaps in their ability to demonstrate the standard	Minor gaps in their ability to demonstrate the standard	Fully meets the Assessment Criteria	Some examples of exceeding the standard in some areas; meets in all other areas	Consistently exceeds the standard across most of the areas

While the opportunity to register as an Assessment Bodies will be an open process through the Register of Assessment Organisations managed by the Skills Funding Agency, alongside the requirements of registration it is expected that an Assessment Bodies will be able to demonstrate the ability to deliver the assessment plan and have relevant sector experience as agreed with the employer panel (or the capability to acquire) to undertake final assessment in the housing / property sector.

While it will be the Assessment Bodies responsibility to recruit assessors, it is expected that Assessment Bodies will in consultation with the employer group agree and confirm consistent criteria through which assessors are selected. Assessors should have;

a.   a minimum of 5 years relevant professional experience in the housing/property sector;

b.   professional knowledge and skills relevant to assessment; and

c.   attend meetings to review and test standardisation of grading.

The qualification (where used) will be subject to quality assurance processes and consistency is assured as this will be marked by the appropriate awarding body and subject to quality assurance through OFQUAL.

The training provider will oversee the formative assessment process, undertaking internal verification processes to ensure reliability and consistency of judgements, which adds a further level of robustness to reliability and consistency.

The end point assessment in particular, will be subject to external verification by the Assessment Bodies, including moderation to ensure consistency and rigour in the judgements made.

We are considering employer led approaches for quality assurance and governance, and are working through the options with BIS.

10   Delivering Accurate (Valid) Judgments

The Final Assessment is focused on evaluating the competence of the apprentice in the role, as evidenced by their ability to demonstrate the knowledge, skills and behaviours as set out in the Apprenticeship Standard. The Final Assessment process has been designed to provide a sound basis on which to base judgements of competence against the prescribed skills, knowledge and behaviours.

Independent assessors in addition to having appropriate experience of the sector will need to have achieved agreed standards with respect to assessment processes.

The process will be subject to the internal quality assurance processes of the provider during the formative stage (as outlined previously) for example through internal verification.

The final assessment process will be subject to moderation and external verification carried out by the Assessment Bodies to validate the award of the apprenticeship.

11   Graded Assessments

There are two possible grades of award relative to an apprenticeship success for the Housing/Property Apprenticeship - Pass and Distinction. For a distinction to be awarded the final assessment must be graded as distinction.

For the award of a pass, the candidate must have achieved a minimum score of a three based on the scoring structure set out in section 9, on all the assessment criteria set out in the final assessment.

The Assessment Bodies detailed guidance on the final assessment will determine the criteria for an award of distinction, but all of the assessment criteria assessed must be awarded a score of 4 or 5, as described in section 9, for a grade of distinction to be awarded.

Not achieved	Grade 1-2
Pass	Grade 3 min
Distinction	Grade 4 min

12   Manageability / Feasibility

The approach builds upon good management and supervisory practice and builds relevant processes to ensure consistency. The process has been developed to be relevant to the future needs of the

apprenticeship in the range of roles that are covered by the standard.

The approach to assessment has been developed with the needs of both Large and Small and Medium Enterprise businesses and across the private and affordable sectors in mind.

The will have a key role to play, working with the employer, providing training as required, and arranging the Final Assessment.   The manageability/feasibility is assured through:

a. Option to flex the amount of support required from the training provider – can be discussed and tailored (utilising the training provider's expertise) during contract discussions
b. Processes such as e-portfolios will ensure evidence is gathered in a variety of forms and avoid overly bureaucratic processes
c. Final Assessment interview will normally take place either face-to-face at business premises (or by video conferencing interview if deemed appropriate)
d. Assessors will attend a training event prior to any engagement with the Final Assessment process. This will be face-to-face or virtual, depending on the location of individuals.

We know that there are approximately 360,000 people employed in the housing and property occupations in 2012, however, there has not been a L4 apprenticeship in Housing Management available up to this point. We believe therefore that we can grow sustainably the numbers of apprenticeships through the new standards encouraging those undertaking generic frameworks to convert to Housing and property and meeting the sectors growth and skills needs. The sector is fortunate in having professional bodies across its disciplines who have established pathways to professional recognition, hence there are a cohort of recognised professionals who could undertake assessment activity. In regard to numbers taking this new standard, there is no equivalent framework to base estimates upon however we know 557 candidates complete the L3 existing framework in 2013/14 – our judgement is that a similar number would undertake the L4 apprenticeship once the new standard is established

Although there are no pre-existing apprenticeships at this level, a number of awarding organisations do offer sector specific Level 4 qualifications that could meet the knowledge requirements of the apprenticeship. A number have been involved in the development of this assessment strategy and are committed to ensuring relevant qualifications will be available.

The number of assessment bodies will not be restricted, providing they are recognised by the SFA, have relevant experience, uphold standards and secure the quality and consistency of assessment, hence creating conditions for apprenticeships to grow.

13   Affordability

In developing this assessment approach employers have sought to keep the approach simple but effective, to use existing work-based performance assessment wherever possible to avoid duplication.

This has led to a well-defined, cost-effective and deliverable process that employers will find easy to understand and apply to their business environment. Where additional support is required (for instance, in small businesses where Performance Management processes may not be as well defined, or line management skills may be less developed) the Training Provider can step in to offer their

expertise.

Through the adoption of a formative, qualification and final assessment processes we believe we have struck a balance of effective and rigorous assessment and efficient and effective deployment of resources. Furthermore it is anticipated that costs will be minimised by the use of remote learning and assessment where appropriate (both in training the assessors and working with apprentices).

Given the increased role of employers in the assessment process a considerable amount of current on-going assessment is rationalised through the proposed approach. Further with an expanded market place for the apprenticeship it is anticipated that a wider cross section of employers and learners will be attracted to a sector wide approach leading to efficiencies in costs.

While it is early in the development of this approach we anticipate that this methodology with its improved employer led processes will be no more expensive to administer and deliver than the existing apprenticeship framework that it replaces.

We anticipate that the administration and quality assurance of the apprenticeship will result in the costs of assessment being no more than 20% of the overall costs of the apprenticeship.

14   Professional Body Recognition

While professional bodies do not have a role in the assessment process (unless they establish their own Assessment Bodies) they have an important role in ensuring and upholding the overall standards of professional skills across the sector through their membership recognition, development of qualifications and knowledge. In reviews of standards and assessment plans therefore they are an important stakeholder.

The relevant professional bodies have supported and contributed to the design of this apprenticeship throughout the development process, and have confirmed their support of this standard and assessment plan through letters of endorsement, which have been submitted to BIS.

On completion of the apprenticeship, apprentices will be able to apply to the following for membership:

a. Chartered Institute of Housing (CIH) at Certified Practitioner level – the apprentice will need to produce their apprenticeship certificate.

b. Association of Residential Letting Agents (ARLA) at Fellow Level. The apprentice will need to have 5 years' experience of working in the sector at the time of application. They will need to produce their apprenticeship certificate, complete a declaration form, and meet the professional and academic requirements of ARLA.

c. Institute of Residential Property Management (IRPM) at Full Member Level. The apprentice will need to produce their apprenticeship certificate and evidence that their training programme has matched the L2 syllabus approved by the IRPM. If the training programme does not meet IRPM requirements the apprentice will be expected to sign up for an online training course.

Annex 1 Senior Housing and Property Management Assessment Criteria

Senior Housing and Property Management Professionals Knowledge:

Knowledge	What is required (Competence?)	Assessment Criteria (What does this look like?)	Assessment Criteria
Legislation and regulation	Understand and interpret the principles, practices and legislation relating to current landlord and tenant law, relevant Codes of Practice and legal framework. For example, for the letting, management and termination of a variety of tenancy types. These include, but are not limited to, shorthold, freehold, assured, secure, long leasehold, and shared ownership. Understand and interpret the principles, practices and legislation as it applies to governance, court proceedings, contracts, data protection, safeguarding and other relevant areas, Understand and interpret legislation and regulation as they apply to housing standards for rental and sale properties.	• Outline key issues related to the letting of property in the social and private rented sectors (regulation, standards, legal, business issues) • Evaluate company policies related to governance, court proceedings, contracts, data protection, safeguarding and other relevant legislation (as it applies to housing and property management) against validated good or innovative practice. • Explain the basic requirements of a contract and the special provisions relating to housing/property contracts • List and explain the different types of tenancy available in the UK • Summarise the relevant codes of practice and published standards covering the social and private rented sectors • List and interpret the relevant legislation and regulations as they apply to housing standards for rental and sale properties	Portfolio/ Viva
Organisation background information and business planning	Understand and interpret the business planning process, financial and risk management, organisation values and structure and the range of services available to customers. Understand organisational performance	• Explain how the business principles, priorities and values of the organisation impact on the nature and delivery of services to customers • Describe the organisational performance management system/s • Describe how personal and team objectives relate to	Portfolio

Knowledge	What is required (Competence?)	Assessment Criteria (What does this look like?)	Assessment Criteria
	management systems and how the roles and responsibilities contribute to the achievement of the overall business objectives.	the organisational plan and identify any areas for improvement or gaps within the structure	
Assets	Understand the strategic value of the social and physical context of the estates/ neighbourhoods.	• Understand the value of the social and physical contexts of the estates/ neighbourhoods to the organisation • Understand the systems used to deliver economic, efficient and effective asset management programmes e.g. planned and programmed maintenance, improvements, major repairs, cyclical (including annual maintenance).	Portfolio
Customers and stakeholders	Respond to and respect the diversity of customers, clients and stakeholders. Ensure the delivery of services to meet diverse requirements.	• Operate in a way that builds rapport with customers and demonstrates empathy and understanding when dealing with them • Demonstrate consistent accurate and appropriate communication through all relevant media • Operate in a way that builds rapport with relevant stakeholders to deliver an acceptable level of customer service • Assess the range of services offered by the organisation and how they meet needs • Plan customer engagement to identify, address and meet diverse needs.	Project/ Viva
Context	Have a developed understanding of the historical context and current trends in the housing/property markets (i.e. social	• Describe historical and current housing market trends relevant to the area of work • Evaluate the impact of external and internal policy	Viva

Knowledge	What is required (Competence?)	Assessment Criteria (What does this look like?)	Assessment Criteria
	/ rented / affordable / private sector housing) and the strategic housing market.	decisions on housing markets in the area of work	
Organisational policies	Understand the organisation's policies and practices and how they relate to service area and business objective. E.g. policies to deliver the housing services, people management and health and safety.	• Explain the core policies and practices of the organisation and explain how they relate to service areas and business objectives.	Portfolio / Viva

Housing and Property Management Professionals Skills:

Apply the knowledge outlined above effectively in order to:

Skill	What is required (Competence?)	Assessment Criteria (What does good look like?)	Assessment Criteria
Customer Service	Provide leadership in relation to the delivery of excellent customer service in order to provide a professional, accurate, timely, ethical and non-judgemental front line service which meets the needs of a diverse range of customers and stakeholders.	• Exercise customer service management responsibility with consideration for the organisation's service offer, customer expectations and resources • Demonstrate ethical and non-judgemental decision making • Demonstrate leadership role in meeting and delivery in order to exceed customer expectations • Demonstrate the ability to vary customer service delivery depending on the customers' requirements	Project/ Portfolio
Communication	Demonstrate effective and appropriate communication skills, both verbal and written, in order to manage staff, resolve conflict and communicate effectively with clients, customers, stakeholders and/or partner agencies.	• Demonstrate the appropriate method and style of communication to changing circumstances and needs • Demonstrate effective communication skills across a range of verbal and written media • Demonstrate effective mediation and resolution skills to resolve conflict • Demonstrate effective skills in managing staff	Project/ Portfolio
Collaborative working	Lead and work collaboratively with colleagues across the business and in partnership with external organisations to achieve individual, team and business targets.	• Lead the delivery of joint outcomes through working collaboratively with individuals and teams • Analyse the organisations business targets and suggest ways to achieve them • Lead project members to delivery business targets	Project/ Portfolio
Respond to	Ensure services meet the needs of vulnerable individuals and groups	• Take a leadership role in ensuring the service meets the needs of vulnerable individuals and groups	Portfolio

vulnerability	(including those with complex needs).	• Demonstrate understanding of provision required to meet the needs of vulnerable individuals and groups	
Information collection and sharing	Undertake data analysis, interrogate, interpret and disseminate information using a variety of methods and applications.	• Understand systems available for data analysis • Be capable of interrogating data and present strategic / management information • Prepare data reports including suggestions and conclusions on how the information collection could be improved and/or shared	Project/ Portfolio
Influencing and negotiating	Influence and negotiate with partners and suppliers.	• Lead negotiations with partners and suppliers • Achieve outcomes beneficial to the organisation through influence and negotiation	Project/ Portfolio
Financial management	Manage budgets and report on financial performance. Ensure value for money.	• Demonstrate effective management of budgets • Demonstrate skills in seeking value for money outcomes • Understand and evaluate financial statements	Portfolio
Performance and projectmanagement	Demonstrate effective performance management. Take the lead on projects through effective project management.	• Demonstrate effective project management skills to drive forward projects to achieve timescales and strategic objectives • Develop effective project plans • Present and report on project progress, successes and challenges to senior managers • Lead on projects successfully through to project completion	Project / Portfolio
People management	Lead, motivate, manage and develop individuals/teams to ensure excellent services are delivered. Coach, mentor and ensure the well-being of	• Analyse skills and attributes that make an effective team leader • Evaluate own leadership skills and attributes,	Project/ Portfolio

	staff.	identifying areas for personal development • Apply methods to encourage team building, mutual trust and respect • Analyse the effectiveness of line management approaches for teams • Apply performance management principles to team or project work • Describe the process of managing workplace stress • Demonstrate effective formal planning	
Decision making and prioritising	Apply operational and strategic thinking to inform effective decision making to meet individual, team and overall businesses objectives and priorities. Use a flexible and innovative approach to problem solving. Undertake forward planning.	• Describe the company objectives and outline how team and own targets meet company objectives • Evaluate own working practices against company objectives	Project/ Portfolio
Tools and equipment	Effective use of IT equipment and software.	• Demonstrate effective use of IT systems and software • Comply with appropriate regulatory requirements relating to the use of IT equipment	Portfolio

Housing and Property Management Professional Behaviours:

Behaviours	What is required (Competence?)	Assessment Criteria (What does good look like?)	Assessment Criteria
Responsive	Take timely, flexible and responsive action to address complex issues.	• Deliver timely performance with energy and takes responsibility and accountability for quality outcomes.	Project
Trust and dependability	Gain and maintain trust and respect to meet expectations by working in a confidential, ethical and empathetic manner with a professional attitude.	• Demonstrate integrity and ethical behaviour in the way they do their job. • Demonstrate the importance of engaging with people in an honest and up front manger • Show confidence and professionalism when dealing with people	Project/ Viva
Adaptability	Embrace changing priorities and work patterns when requirements alter.	• Respond positively to change and shows willingness to refocus priorities when required.	Project/ Viva
Self motivation	Work independently and effectively without close supervision.	• Manage own time well, adjusting schedules, tasks and priorities when necessary.	Project/ Viva
Resilience	Has a high level of resilience, tenacity and calmness.	• Acknowledge own emotional and professional limits and seeks help when necessary. • Respond calmly and consistently in all situations.	Viva
Leadership	Be an ambassador / role model.	• Ambassador the company's vision and values • Lead by example through behaviour, service delivery, decision making and departmental management	Viva
Customer care	Be responsive and empathetic to client and customer needs.	• Demonstrate a responsive service towards client and customer needs. • Show consideration and flexibility to clients and customers. • Meet customer expectations for quality, services and professionalism • Show guidance and support to others.	Project

Team work	Be an effective team leader and player.	• Demonstrate qualities of an enthusiastic and positive team leader. • Share knowledge, ideas and experiences with team and peers to assist with continuous improvement. • Demonstrate an open and honest communication style.	Project
Personal development	Be responsible for their continual development. Be a reflective practitioner.	• Reflect on practice in order to identify areas for improvement either for self, the team, the company or the customer • Identify gaps or areas of development and plans appropriate learning to meet these needs • Take ownership and seek ways in which to develop own knowledge and skill • Show genuine determination to learn and develop themselves.	Viva