

Specification

Level 3 Improvement Technician v2.0

Contents

WELCOME TO INNOVATE AWARDING 3

About Innovate Awarding 3

THE APPRENTICESHIP STANDARD AND ASSESSMENT PLAN 4

Summary of Assessment 5

The Apprentice 5

Off-the-Job Training 6

Assessment 7

Assessment Booking 9

Passing the Apprenticeship 9

Knowledge 10

Skills 12

Behaviours 14

ANNEX 1: APPRENTICESHIP DETAILS AND ASSESSMENT PLAN 14

ANNEX 2: ADDITIONAL INFORMATION 15

Results and Certifications 15

Re-sits 15

Reasonable Adjustments, Special Considerations and Appeals 15

Support Materials 15

Use of Artificial Intelligence (AI) and Referencing 16

English and Maths Qualifications 16

ANNEX 3: VERSION RECORD 17

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Welcome to Innovate Awarding

Welcome to the Level 3 Improvement Technician v2.0. Our Innovate Awarding Specifications are designed to ensure the employer, provider and apprentice have the appropriate support and guidance to allow successful completion of an apprenticeship, providing further confidence and assurance having chosen us as an Assessment Organisation.

We are an Ofqual approved Assessment Organisation (AO), experienced in operating within a regulated market. Driven by the employers we work in partnership with, we deliver qualifications and apprenticeships in the Health, Care, Education, Leadership, Management, Leisure, Customer Service, Creative, Hospitality, Retail, Transport and Logistics sectors.

Delivering an apprenticeship is an extremely rewarding role. We recognise the need for a clear specification, resources and support, so more valuable time can be spent delivering to an apprentice.

At Innovate Awarding we stand by our 'no surprises' approach to assessment, making an apprenticeship journey as simple as possible, ensuring the best chance of success for every apprentice who undertakes their assessment with us.

About Innovate Awarding

We are an AO with a collaborative approach to doing business. We work with providers to deliver fit for purpose assessments for a wide range of apprenticeship Standards, certificating thousands of apprentices, continuing to learn and improve with each experience.

We have experienced and responsive teams to ensure the assessment experience is smooth and efficient, working closely with our provider partners.

Please see our website for the range of Standards we are approved to deliver:

https://innovateawarding.org

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The Apprenticeship Standard and Assessment Plan
An Apprenticeship Standard details the knowledge, skills and behaviours (KSBs) required to be occupationally competent:

- **Knowledge** - 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** - the practical application of knowledge needed to successfully undertake the duties. They are learnt through on and/or off-the-job training or experience.

- **Behaviours** - mindsets, attitudes or approaches needed for competence. Whilst these can be innate or instinctive, they can also be learnt. Behaviours tend to be very transferable. They may be more similar across occupations than knowledge and skills. For example, team worker, adaptable and professional. Behaviours will be verified by employers.

Apprenticeships are an invaluable tool for upskilling in areas that matter most to employers. They are a highly effective route to recruit and train future talent, address skills shortages and develop careers across core parts of the business.

The Level 3 Improvement Technician apprenticeship has been developed by employers working in the sector detailing the knowledge, skills and behaviours required to be occupationally competent and outlining the training and assessment journey for an apprentice.

The apprentice will typically spend 14 months on-programme, working towards the Level 3 Improvement Technician Standard, combining practical training in a job with study. The extent of the on-programme time should be decided for each apprentice based on their prior learning, skills and experience. If employers are using this Standard for an existing employee, it is important to be aware that the role must represent new learning. Providers should support employers with this.

It is vital the apprentice is prepared and fully ready before they commence their assessments.

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Summary of Assessment

An Apprenticeship Standard details the knowledge, skills and behaviours (KSBs) required to be occupationally competent:

Standard name	Improvement Technician v2.0
Level	3
Sector	Business and Administration
Typical duration	14 Months
Minimum time on programme	8 Months
Assessment methods	Project with Questions and Answers Professional Discussion with a Portfolio of Evidence
Grading	Distinction, Pass, Fail

The Apprentice

Improvement Technicians are responsible for delivery and coaching of improvement activity within an area of responsibility, often associated with Lean and Six Sigma methodologies. They can be found across all industry sectors and functions including automotive, banking, engineering, food products, IT, property, retail, telecoms Local and County Councils, NHS, Voluntary / Charity, Utilities, Pharmaceuticals, Insurance, Hospitality etc.

Typically, Technicians work as a member of an operational team to resolve problems - preventing re-occurrence, engaging others in issues affecting them and to support the improvement of performance. Typical activities include:

- Engaging team members in the identification of improvement opportunities and
- relevant countermeasures and controls
- Initiating and facilitating improvement activities through to confirmed resolution
- Providing local expertise in business improvement methods and basic tools to team

There are a variety of job titles associated with the occupation, these include, but are not limited to: Business Improvement Co-ordinator, Continuous Improvement Executive, Process Technician, Operational Excellence/Lean Engineer, Lean Six

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Sigma Yellow belt and Quality Control Analyst, Environmental Compliance Technician, Environmental Construction Oversight, Environmental Health and Safety Inspector, and Transportation Planner.

Green job titles: transportation sustainability improvement planner, environmental improvement compliance technician and environmental improvement health and safety inspector.

Off-the-Job Training

Off-the-job training is a statutory requirement for an English apprenticeship. It is training, which is received by the apprentice during the apprentice's normal working hours, for the purpose of achieving the knowledge, skills and behaviours of the approved apprenticeship the apprentice is completing.

It is an important aspect of apprenticeship training, as it gives the apprentice time to properly develop knowledge and skills from the programme.

Off-the-job training allows the apprentice to take full advantage of the programme, improving the return on investment in training costs for the employer. A developed and upskilled apprentice will lead to an increase in productivity, a clear benefit to the business.

Examples of off-the-job training include:

- Learning new skills at work through shadowing other members of the team, where this activity has been agreed and documented as part of the agreed training plan
- In-house training programmes relevant to the apprenticeship
- Coaching sessions
- Attendance at workshops, training days and webinars relevant to the apprenticeship
- Completion of online learning
- Self-study that includes reading or watching videos
- Training in new working practices or new equipment
- Role-playing or simulation exercises
- Industry visits/conferences relevant to apprenticeships
- Writing assessments, assignments and completing projects or activities
- Practical training or training in the workplace relevant to the apprenticeship

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Assessment

The apprentice may choose to end the assessment method early. The apprentice must be confident they have demonstrated competence against the assessment requirements for the assessment method.

The Independent Assessor must ensure the apprentice is fully aware of all assessment requirements.

The Independent Assessor cannot suggest or choose to end the assessment methods early, unless in an emergency.

Innovate Awarding is responsible for ensuring the apprentice understands the implications of ending an assessment early if they choose to do so. The Independent Assessor may suggest the assessment continues. They must document the apprentice's request to end the assessment early.

Assessment Method 1: Project with Questions and Answers

The Project with Questions and Answers could be Innovate Assessed or Centre assessed.

The apprentice must complete a project. Examples of project titles are shown below:

Project Area	**Key Metric**
Accounts	Invoice processing time - days
Finance/Control	Cash flow - monthly overdraft limit/cost
HR/Training	Availability of required skill set - %
Logistics	Distance travelled – metres/miles
Purchasing	Spend on materials, services and utilities
Quality	Removal of minor non-conformances
Sales	Enquiry to order processing time - days
Resource/Equipment	Scrap material reduction - £
Product/Service Quality	Quality Performance - %
Design	Product Approval lead time for home markets

The project must follow each step of one of the recognised problem-solving methodologies, e.g.

- Define, Measure, Analyse, Improve, Control (DMAIC)
- 8 Disciples (8D)
- Practical Problem Solving (PPS)

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- Holistically demonstrate how each of the knowledge and skills statements allocated to this assessment method has been achieved

The apprentice must submit project evidence, including their project report accompanied by a Project Evidence Locator. The project report must conform to the following requirements:

- Be concise, visual summary
- Follow the principles of "A3 Thinking "
- Convey key points in a way that enables messages to be grasped "within 3 seconds"
- Be typically one to three sides of A3
- Include any support documents in an annex which must be submitted with the report, and which must be distinct from documents included in the project portfolio

The Project Evidence Locator and evidence should be made available to the Assessor at least two weeks prior to the date of the assessment. The Question and Answer session will be 60 minutes (+10% to allow the apprentice to finish a response).

Assessment Method 2: Professional Discussion with a Portfolio of Evidence

The Professional Discussion with the Portfolio of Evidence will be Innovate assessed.

The Portfolio of Evidence should:

- Contain evidence related to knowledge and skills statements.
- Contain between 13 – 15 discrete pieces of evidence.
- Be qualitative as opposed to quantitative to show the synoptic nature of the assessment.
- Evidence can be used against numerous knowledge and skills statements.
- Types of evidence may include:
    - Workplace documentation/records, for example workplace policies/procedures, records & project work.
    - Witness statements.
    - Annotated photographs.
    - Video clips (maximum total duration 10 minutes); the apprentice must be in view and identifiable.

The Independent Assessor must have at least two weeks to assess the Portfolio of Evidence prior to the Professional Discussion taking place.
The Professional Discussion must take place in a quiet and private room. The apprentice must bring a copy of their Portfolio of Evidence to the Professional Discussion and be prepared to show extracts from these to the Independent Assessor if required.

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The purpose of the Professional Discussion is to holistically assess the knowledge and skills required by the standard. The Independent Assessor will ask open questions to elicit evidence that the knowledge and skills have been attained, or otherwise and to enable accurate assessment against the pass and distinction criteria.

It is not possible to specifically state the questions to be asked at the Professional Discussion, as these will depend on the results of the assessment of the Portfolio of Evidence previously carried out by the Independent Assessor to identify where knowledge and skills required have sufficient evidence or are not sufficiently evidenced.

Open questions must be used, for example:

- Explain in detail…
- Give an example…
- Take us through your calculation of…
- How did you…
- Describe….
- Demonstrate…
- Where do you find…
- What was the objective…

The timing for the Professional Discussion is 45 minutes (+10% to allow the apprentice to finish a response).

Assessment Booking

Assessments should be taken at the appropriate time for the apprentice to be able to demonstrate their knowledge and skills fully.

Please refer to the assessment booking process for further details.

Passing the Apprenticeship

For an apprentice to pass their apprenticeship they will need to demonstrate that they can reliably and effectively meet all the requirements in the knowledge, skills and behaviours.

The Project with Questions and Answers and the Professional Discussion and Portfolio of Evidence will be graded as distinction, pass or fail.

The overall grade for this apprenticeship will be distinction, pass or fail.

The behaviours will be verified by the employer.

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Grades from individual assessment methods must be combined in the following way to determine the overall grade.

Project with Questions and Answers	Professional Discussion and Portfolio of Evidence	Overall Grading
Distinction	Distinction	Distinction
Distinction	Pass	Pass
Pass	Distinction	Pass
Pass	Pass	Pass
Any Grade	Fail	Fail
Fail	Any Grade	Fail

Knowledge

Knowledge	Assessment Method
K1: Compliance: Legislative and customer compliance requirements including environment and health and safety.	Project with Questions and Answers
K2: Team formation and leadership: Improvement team roles and responsibilities in a change environment.	Professional Discussion with a Portfolio of Evidence
K3: Self-development: Different sources for knowledge development.	Professional Discussion with a Portfolio of Evidence
K4: Project management: Project charter, Gantt chart, reporting documentation, Red Amber Green (RAG) status, communication (verbal and non-verbal channels) and implementation plans.	Project with Questions and Answers

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K5: Change management: Roles of the manager and leader within change. Influencing, reinforcement and coaching principles.	Professional Discussion with a Portfolio of Evidence
K6: Principles & methods: Six Sigma principles per ISO13053 (International Organisation for Standardisation), interim containment actions, Lean principles.	Project with Questions and Answers
K7: Project selection and scope: Selection matrix, scoping tree.	Project with Questions and Answers
K8: Problem definition: Exploratory data analysis, data collection planning, problem and goal statements.	Project with Questions and Answers
K9: Process mapping and analysis: Supplier Input Process Output Customer (SIPOC), process mapping, value and waste analysis, performance metrics - discrete data.	Project with Questions and Answers
K10: Data acquisition for analysis: Data stratification, sampling theory, data types, variation types and sources, data collection tools, operational definition and principles of measurement error.	Project with Questions and Answers
K11: Basic statistics and measures: Control charts - discrete data.	Project with Questions and Answers
K12: Process capability and performance: Capability analysis - continuous data.	Project with Questions and Answers
K13: Root cause analysis: Histograms.	Project with Questions and Answers
K14: Experimentation: Active analysis versus one factor at a time, Plan Do Check Act.	Project with Questions and Answers
K15: Identification and prioritisation: Brainstorming, selection criteria.	Project with Questions and Answers
K16: Sustainability and control: Process.	Professional Discussion with a Portfolio of Evidence

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Skills

Skills	Assessment Method
S1: Compliance: Work in accordance with organisational controls and statutory regulations.	Project with Questions and Answers
S2: Communication: Share improvement progress through appropriate reporting.	Professional Discussion with a Portfolio of Evidence
S3: Project management: Plan, manage and implement improvement activities. Identify and support management of risks. Develop the business case for improvement activity and implementation.	Project with Questions and Answers
S4: Change management: Engage through communications. Reinforce – positively and negatively. Effectively coach peers.	Professional Discussion with a Portfolio of Evidence
S5: Principles and methods: Use a structured method and appropriate improvement tools engaging with subject matter experts to deliver business benefits.	Project with Questions and Answers
S6: Project selection and Scoping: Identify and scope improvement projects and establish clear measurable objectives.	Project with Questions and Answers
S7: Problem definition: Develop a problem or opportunity statement supported by validated data.	Project with Questions and Answers
S8: Voice of the customer: Apply techniques to identify customers, their requirements and translate these to metrics.	Project with Questions and Answers
S9: Process mapping and analysis: Apply process mapping tools to visualise processes, analyse process	Project with Questions and Answers

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performance establishing key insights for performance improvement.	
S10: Lean tools: Apply techniques such as identification and removal of 8 wastes, 5S (Sort, Shine, Set, Standardise, Sustain), standard work, kaizen, visual displays and controls, error proofing, preventative maintenance.	Project with Questions and Answers
S11: Data acquisition for analysis: Develop data collection plan and validated measurement processes to understand performance.	Project with Questions and Answers
S12: Basic statistics and measures: Establish patterns and trends in data over time using tally, pie, run/trend and pareto charts.	Project with Questions and Answers
S13: Data analysis-statistical methods: Identify common and special cause variation.	Project with Questions and Answers
S14: Process capability and performance: Analyse product/process performance using good quality data.	Project with Questions and Answers
S15: Root cause analysis: Use cause and effect diagrams, technique of 5 whys and graphical analysis to understand and verify root causes.	Project with Questions and Answers
S16: Identification and prioritisation: Identify and prioritise improvement solutions.	Project with Questions and Answers
S17: Benchmarking: Recognise the value of sharing best practice.	Professional Discussion with a Portfolio of Evidence
S18: Sustainability and control: Create control and reaction plans with detection measures, identify opportunities to embed changes to leverage benefit to the business.	Professional Discussion with a Portfolio of Evidence

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Behaviours

Behaviours
B1: Drive for results: Clear commitment for identifying opportunities and delivering improvements, pays attention to detail.
B2: Team-working: Helps when asked, works effectively in a diverse team, considers impact of own actions on others, motivates peers.
B3: Professionalism: Acts in a moral, legal and socially appropriate manner, aligns behaviours to the organisations values, trusted to working on own when appropriate.
B4: Continuous development: Acts upon feedback, reflects on performance and has a desire for learning.
B5: Safe working: Ensures safety of self and others, challenges safety.

Annex 1: Apprenticeship Details and Assessment Plan

The apprenticeship details and assessment plan can be accessed by following this link:

Improvement technician / Skills England

Level 3 Improvement Technician

ST0193

Version 2.0

Route: Business and Administration

EQA Organisation: Ofqual

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Annex 2: Additional Information

Results and Certifications

All final assessment component results are published on Proficient within **ten working days** of the assessment taking place.

We will submit a certificate claim with the DfE within 15 working days after the final result has been uploaded to epaPRO. The DfE will send the certificate directly to the employer.

For replacement certificates a request must be emailed to epa@innovateawarding.org Within two days of receiving the email, a replacement certificate will be requested from the DfE.

Re-sits

An apprentice who fails an assessment method, will be required to re-sit the failed assessment method only.

Apprentices should have a supportive action plan to prepare for the re-sit.

Grades will not be capped as a result of a resit.

Reasonable Adjustments, Special Considerations and Appeals

Information on reasonable adjustments, special considerations and the appeals process can be accessed by using this link:

Policies Procedures

Support Materials

All the support materials for this apprenticeship can be found on Proficient.

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Use of Artificial Intelligence (AI) and Referencing

Apprentice submissions as part of their portfolio of evidence must be produced by themselves. Correctly cited quotes can be used to enhance and support the document, but the document itself must be the apprentice's own work and not generated by AI. If you are using AI to amend your own words, then these are no longer your own words and this becomes plagiarism.

Innovate Awarding expects all forms of plagiarism to be treated very seriously by staff at centres, and centres should have in place their own plagiarism policy and process for handling suspected cases of plagiarism.

English and Maths Qualifications

Apprentices must follow the English and Maths formal qualification requirements as set out in the Department for Education Apprenticeship funding rules.

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Annex 3: Version Record

Innovate Awarding continuously review all support material to ensure its accuracy. All amendments will be recorded in the Version Record.

Version Number	Effective From	Reason for Change	Location

Please ensure that you use the current version.

All enquiries relating to the version change of the document should be directed to epa@innovateawarding.org

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