



INNOVATE
AWARDING

Public Service

Standard Assessment Specification

Level 4 Policy Officer



Change control

Innovate Awarding will continuously review all support material to ensure its accuracy. All amendments will be recorded on the below change control table. New and updated support material will be listed on the dashboard section of EPA Pro. Please ensure that you are using the most up-to-date version. Any enquiries about this process can be directed to EPA@innovateawarding.org

Version number	Date uploaded	Overall grade	Page affected
V4		Missed Distinction Grading Criteria from the Professional Discussion (DB9)	13
V5		Removal of grading statements	9, 10, 12
V6		Criteria wording changes to align better with assessment statements	15-38

Disclaimer note

Information made accessible through this document is as provided from the current published standard and assessment plan.

Guidance throughout our specification will be subject to final amends once there is an updated published standard and assessment plan.



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Introduction

Innovate Awarding

Innovate Awarding is an End-Point Assessment Organisation (EPAO) approved by the Education and Skills Funding Agency (ESFA) and a nationally regulated Awarding Organisation with a collaborative approach to doing business. We work with employers and training providers to deliver fit for purpose End-point Assessment and qualification services in a number of sectors. For further information, please see our website, www.innovateawarding.org/apprenticeship-standards/end-point-assessment.

Apprenticeship overview

The responsibilities of a policy officer encompass the development, implementation and evaluation phases of policymaking, and are likely to include: researching and understanding the political environment in order to support the continuous, uninterrupted development of a policy; gathering evidence and being objective to support the influencing and negotiating of new policies; handling sensitive information and keeping accurate records of policy history; assisting the wider team by providing administrative support during the introduction of new legislation; commissioning input from and preparing and drafting submissions for senior officials; and replying to public and formal correspondence within any deadlines given.

Standard Name	Policy Officer
Level	4
Sector	Public Service
Programme duration	Typically 24 months
Minimum time on programme	12 months
EPA Duration	4 months
EPA Methods	<ul style="list-style-type: none"> • Multiple Choice Test • Written Policy Exercise • Presentation with Q&A • Professional Discussion
Outcomes	Fail, Pass, Distinction
External Quality Assuring Centre	Ofqual

Who is the apprenticeship for?

The primary role of a policy officer is to shape and/or influence government policy, by working with a wide range of stakeholders and experts to gather evidence, effectively synthesise information and present recommendations to senior colleagues. Not only will policy officers work within central and local government, but also within private and third sector organisations that interact with and strive to influence government policy. Policy officers will typically work as part of a wider team and report to a senior policy officer.

Role of Innovate Awarding

Innovate Awarding is the End-point Assessment organisation which will complete all aspects of the End-point Assessment requirements for the apprenticeship. Innovate Awarding will provide information on the processes that enable employers and training providers to support the apprentice to achieve the End-point Assessment.

Support materials

Support materials provided include:

- **Guides for assessment methods**
- **Assessment specifications**
- **Assessment manual**
- **Module-based multiple-choice questions**
- **Practice papers**
- **Full mock papers**
- **Exemplar assessments**
- **Videos of assessments**
- **Assessment method checklists**

On Programme Requirements

The on-programme learning and development will be agreed between the training provider and employer, or internally, if training is delivered by an employer-training provider. For this standard, the following are mandated prior to progressing through gateway:

- achievement of Level 2 English and maths qualifications;
- production of portfolio of evidence

It is recommended that during the programme:

- the apprentice has formal progress reviews with their line manager and training provider to discuss feedback on performance both in their job role and on the apprenticeship to identify any development needs.

Gateway

To qualify for End-point Assessment, the apprentice must pass through the gateway. To do this, they need to:

- achieve Functional Skills for Maths and English at level 2 if they do not already hold these (or equivalent qualifications);
- produce a portfolio of evidence to a satisfactory standard and containing at least the minimum requirement of evidential product as identified below:

Module	Evidence
Organisation	<ul style="list-style-type: none"> • Brief summary (no more than 500 words) of the apprentice's organisation. This should include the role of the organisation; key aims and objectives; basic structures and how their role fits into it • 8 line manager testimonies (1 per module) identifying how the apprentice has demonstrated competence • 4 different stakeholder testimonies to cover 4 out of the 8 modules which should include feedback on the apprentice's ability to work with others and on their general performance • 4 workplace observations (covered by the training provider) to cover 4 out of the 8 modules • Case studies and screen shots of work-based tasks undertaken throughout the apprenticeship
Communicating with Influence	
Time Management	
Continuous Learning and Agility	
Big Picture Thinking	
Working Collaboratively	
Resilience	
Self Awareness	



The employer and training provider/employer provider must confirm that the apprentice is ready to complete the End-point Assessment before they can pass through the gateway. This will be completed at the gateway meeting and documented on EPA Pro. The portfolio should be uploaded to EPA Pro at this time. This notifies Innovate Awarding that the apprentice is ready for their End-point Assessment and the End-point Assessment planning meeting needs to be organised.

The employer has the final decision for the apprentice to progress to the EPA, supported by the training provider.

Before the apprentice enters the gateway, they should be confident that the apprentice is ready to proceed through the gateway and can achieve the standard of the apprenticeship as well as having all the required evidence for the portfolio available and ready for upload.

Module Overview

The modules are the titles of the knowledge, skills and behaviours listed in the standard. The end-point assessment will draw on all the knowledge, skills and behaviours listed in the standard.

Modules		Assessment Methods			
		Multiple Choice Test	Written Policy Exercise	Presentation with Q&A	Professional Discussion
A	Policy Area			✓	
B	Organisation				✓
C	Political Environment	✓			
D	Contextual Factors	✓	✓	✓	
E	Programme and Project Management	✓			
F	Commercial Awareness	✓	✓		
G	Consultation Process	✓	✓	✓	
H	Policy Delivery	✓	✓	✓	
I	Evidence Gathering			✓	
J	Evidence-based Problem Solving		✓	✓	
K	Evaluation		✓	✓	
L	Presentation Skills		✓	✓	
M	Communicating with Influence		✓	✓	✓
N	Time Management				✓
O	Continuous Learning and Agility				✓
P	Big Picture Thinking				✓
Q	Looking to the Future			✓	
R	Working collaboratively				✓
S	Resilience				✓
T	Self Awareness				✓



End-point Assessment

The End-point Assessment requires the apprentice to demonstrate that they have achieved the requirements of the apprenticeship standard.

What will the End-point Assessment look like?

A planning meeting will take place once the gateway has been passed and the apprentice has been deemed ready for the End-point Assessment.

The purpose is to:

- plan when the assessments will take place
- identify the requirements of each assessment method
- answer any questions or concerns the apprentice may have about the assessment process
- aid in the preparation requirements for End-point assessment (e.g. arranging access, facilities and resources)

The End-Point Assessment will use four assessment methods:

1. a multiple choice test
2. a written policy exercise
3. a presentation with question and answer
4. a professional discussion (informed and driven by the contents of the portfolio of evidence)

What is the multiple choice test?

The multiple-choice test will test the knowledge that the apprentice has acquired during their time on programme. The test will be on-line and is required to be carried out in a suitable controlled environment.

The test will consist of 30 multiple choice questions, 5 from each of the following learning areas:

- Political Environment
- Contextual Factors
- Programme and Project Management
- Commercial Awareness
- Consultation Process
- Policy Delivery.

The test will last 45 minutes.

What is the written policy exercise?

The written policy exercise will focus on testing a range of knowledge and skills developed over the apprenticeship programme. The exercise will consist of 2 essay-style questions, based on fictitious scenarios and will be taken on line under normal exam conditions.

One month ahead of the written policy exercise, the apprentice will receive a brief from Innovate Awarding explaining the format of the written exercise, however this will not include the specific questions to be answered.

90 minutes are allowed for the exercise. There is no word limit.

What is the presentation with Question and Answer?

One month in advance of the presentation date the apprentice will receive a brief from Innovate Awarding detailing the format of the assessment and the presentation question.

The question is set by Innovate Awarding and will focus on aspects of the policy lifecycle, including the development, implementation and evaluation phases of a policy.

The presentation can be delivered in any format, with or without slides, video, supporting documents and/or speaking notes.

Immediately following the presentation, the apprentice will provide responses to a series of follow-up questions from the panel, based on the presentation. This will enable the panel to confirm understanding of the learning area and explore arguments in more depth. The number of questions will be decided by the End Point Assessor.

The presentation and question and answer should each be 10 minutes in length (+/- 1 minute).

What is the professional discussion?

The purpose of the professional discussion is to:

- Explore aspects of the apprentice's work, including how it was carried out, in more detail, testing their application of the knowledge, skills and behaviours in the standard;
- Confirm and validate judgements about the quality of work;
- Provide a basis for the End Point Assessor to assess performance holistically across a range of knowledge, skills and behaviours.

The apprentice's portfolio of evidence should be submitted to Innovate Awarding at Gateway or at least two months prior to the professional discussion. The End Point Assessor will review the portfolio and establish areas for further exploration in the professional discussion. One month prior to the end point assessment, Innovate Awarding will provide the apprentice with a structured brief outlining the key learning areas that the professional discussion will cover. A minimum of one question per learning area will be prepared, but follow-up questions may be asked to enable the apprentice to fully demonstrate evidence that meets the pass or distinction criteria.

The professional discussion will be 50 minutes in length (+/- 5 minutes).



Apprenticeship Standard Amplification

Module A Policy Area

History of the policy area; policy aims, challenges and issues; how to engage relevant organisations; political contexts; relevant policy tests; legal implications; international aspects as applicable; consideration of sustainable development duties

Assessment criteria					
Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K1	Describe the history of the policy area within which you work	K1			
K2	Outline key policy aims within your area of work				
K3	Identify the primary challenges and issues within your area of work				
K4	Describe how to identify key relevant stakeholders within your area of policy				
K5	Explain and apply previous lessons learned				
K6	Recommend appropriate next steps				
K7	Describe how to identify links with related areas of policy development				
Delivery content					
Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K1	Apprentices will need to understand the operation of the organisation they work within and how it has developed in to a policy making organisation. How does it fit into the political context, moral influences, social value, the legal implications involved in the policy and any links to international aspects of Government.	K1			
K3	Primary challenges may include the political context, legal implications, bureaucracy, organisational governance and the direction of travel, timeliness of delivery, financial constraints.				

Delivery content					
Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K4	Relevant stakeholders may include service users/customers, service delivery organisations, other public service sector agencies, interest groups, unions. Identification of stakeholders may include categorisation of direct and indirect recipients and the development of a stakeholder engagement plan.				
K5	Previous lessons learned may include information from stakeholders, evaluation of pilots, lessons learned from previous “like” policy implementation (internal or external), results from policy tests.				
K7	This may include adhering to the 5 P’s of sustainable development.				



Module B Organisation

Organisational structure; strategy; purpose; activities; aims; values; visions; structures; how to support and achieve these through own role

Assessment criteria					
Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K1	Describe the structure and role of your immediate team	K2			
K2	Describe the structure and purpose of the organisation				
K3	Describe how your own work contributes to organisational objectives				
K4	Explain the organisations vision and values				
K5	Describe how your own organisation fits into the wider policy sector				
Delivery content					
Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K1	This should include overall organisation and department aims	K2			
K2	This should include the impact and influence of individuals on the team				
K3	This should include links to organisational, departmental, team and individual plans and how SMART targets are set in line with policy delivery and the organisational culture				
K5	Apprentices will need to link to other policy developments (past or in progress) within other public sector organisations/national or international government. This includes the impact of immediate change required post major incidents. There should be an understanding of their own organisations strengths and weaknesses.				

Module C Political Environment

Government and Parliament – history, structure, relationship and responsibilities; electoral systems and processes; the British constitution and legislative processes; parliamentary committees; local government; public sector bodies; groups and movements influencing policy

Assessment criteria					
Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K1	Describe how Parliament works	K3			
K2	Identify the differences between Government and Parliament				
K3	Describe the UK electoral system				
K4	Describe how the electoral system impacts policy				
K5	Explain the role of the monarchy in relation to Government and legislation				
K6	Explain the role of Parliamentary committees in relation to policy				
K7	Define what is meant by the “public sector”				
K8	Explain how groups and movements influence Government policy				
Delivery content					
Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K1	Apprentices will need to know about the history of the English Parliament and the shift in power from the monarch to the people. They should know the role of the House of Commons and House of Lords and how Members of Parliament are elected/requested to sit. In understanding Parliament apprentices should know its role in UK politics, and its relationship with Government, the Crown and Europe including the history, what happens in Parliament on a regular basis, including Question Time, Ministerial Statements and Early Day Motions, the difference between Bills and Acts, the green and white paper process, the types of Bills and what stages they go through to become law, the main types of committees: Select, Joint and General, and how Members of Parliament are elected to the House of Commons, how the Parliamentary constituency system works and what happens at the dissolution of Parliament.	K3			



Delivery content					
Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K3	Apprentices will need to know what a general election is, who becomes Prime Minister and how the Government is formed. They also need to know the different electoral systems including first past the post, alternative vote, supplementary vote, single transferable vote, additional member system and closed party list.				
K5	Apprentices will need to know how statute law, common law, parliamentary conventions, and works of authority affect the Governance of the country.				
K6	Parliamentary committees may include select, joint, legislative, general and scrutiny committees.				
K8	Apprentices will need to understand the role of “green papers” within the consultation process and the concept of lobbying to ensure that politicians are informed of all issues before making key policy decisions.				

Module D Contextual Factors

Economic; social; technological; legal and environmental factors and the subsequent impact of these on policy; internal and external barriers that exist and how to overcome them

Assessment criteria					
Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K1	Identify contextual factors that influence policy	K4			
K2	Describe how contextual factors impact policy				
K3	Explain how business analysis tools support the development of policy				
K4	Describe internal and external barriers that can impact on policy				
K5	Identify mechanisms to overcome internal and external barriers on policy				
K6	Identify related risks to contextual factors				
K7	Articulate how contextual factors impact policy				
Delivery content					
Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K1	Contextual factors may include Political, Economic, Social, Technological, Legal and Environmental (PESTLE) as well as public opinion and historical factors such as the consequence of the introduction of Council Tax in Scotland before the rest of the UK.	K4			
K2	The impact on policy will be different given the contextual factors. SWOT analysis could be used to identify.				
K3	Business analysis tools may include PESTLE, SCRS, impact analysis, cultural analysis. Apprentices could include the use of Mintzbergs 5 Ps of strategy.				
K4	This may include Government change or purdah, departmental staff changes, impacting policy changes, staff shortages, consultation processes, European legislation, World economic, environmental and security factors.				



Module E Programme and Project Management

Basic concepts, language and principles; importance of effective project management including delivering to plan, on time and in budget; advantages and disadvantages of different planning methods; importance of identifying risks and issues upfront; importance of continuously reviewing and updating plans

Assessment criteria					
Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K1	Describe a range of project management concepts and principles	K5			
K2	Explain the importance of project management				
K3	Identify the risks of poor project management				
K4	Describe the advantages and disadvantages of different planning methodologies				
K5	Explain the importance of identifying risks and issues prior to starting a project				
K6	Describe the importance of reviewing and updating project plans				
Delivery content					
Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K1	This should include identifying the end goal, establishing objectives, planning engagement and consultation, developing an intervention and execution strategy, communication planning, organisational alignment, measurement and accountability and risk management, task planning, resource planning, cost estimating, cost analysis, benefit realisation. Apprentices should know about the HM Treasury Green Book approach supporting 'best practice'.	K5			
K2/ K3	This may include the impact of delivering (or not) to plan and on budget, positive/negative perception, reputational damage and trust, the use of programme management and portfolio management to place 'change' in context for the organisation.				

Delivery content					
Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K4	Different planning methodologies could include waterfall, agile, critical path, value chain analysis, cost benefit analysis, Prince2, MSP, MOP, Lean, Primavera 6.				
K5	Apprentices should understand the organisations risk management strategy, process, governance and the contents of the organisations risk register.				
K6	Apprentices should know how to use task mapping, dependency mapping and planning to control and manage cause and effect and to take account of changing circumstances and conditions.				



Module F Commercial Awareness

The steps involved in making commercial decisions; organisational procurement processes; the requirement to achieve value for money; how to achieve best value; engaging customers and suppliers; elements of risk; financial and reputational implications

Assessment criteria					
Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K1	Identify how commercial principles and practices interact within your policy area	K6			
K2	Describe “best value” and the mechanisms to achieve it				
K3	Identify basic procurement processes				
K4	Describe mechanisms used to engage customers				
K5	Identify the commercial risks involved when developing policy				
K6	Explain how to deliver “value for money” within your role				
Delivery content					
Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K1	Organisations will stipulate their concept of best value ie at least three quotes to £75K, tenders for everything more than £75K, OJEU processes, requirements under framework agreements, partner framework agreements and other constraints placed by the organisation such as the volume of jobs created, the number of apprenticeships to be increased, the volume of spend in a given region/policy area. Apprentices should be able to describe the concept of “best value” and how it applies within their own organisation.	K6			
K2	Apprentices should be able to explain the procurement processes and requirements laid down by the organisation who employs them to achieve the outcomes the organisation requires.				

Delivery content					
Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K3	Apprentices will need to understand the organisational procurement processes including scoring methodologies such as cost and quality. Procurement should include the use of public tender and financial and reputational processes.				
K4	Methods could include soft market testing, open events, market briefings.				
K5	Commercial risks may include the threat of legal challenge, the failure of the tender process, compensation claims, loss of income, removal of protection.				
K6	This may include the development of business cases with cost and benefit solutions using value stream analysis.				



Module G Consultation Process

Purpose of consultation; the importance of taking into account stakeholder and public views; engagement with local communities; consultation planning; timescales and deadlines; sample size and quality; advantages and disadvantages of different consultation methods; legal requirements



Assessment criteria					
Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K1	Articulate the purpose of consultation in the policy making process	K7			
K2	Explain the value of consultation in the policy making process				
K3	Identify the advantages and disadvantages of different methods of consultation				
K4	Explain the importance of timelines and deadlines in consultation				
K5	Describe the purpose of local community engagement				
K6	Describe the process of consultation planning				
K7	Describe how stakeholder influence differs				
Delivery content					
Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K1	This may include the difference between statutory and non-statutory consultation.	K7			
K2	This may include the effect of communication, engagement, buy in and public support.				
K3	Methods of consultation may include focus groups/workshops, meeting with established groups, surveys and opinion polls, individual meetings and interviews, events and/or roadshows. Apprentices should also understand that consultation could change or halt plans or generate significant support.				

Delivery content					
Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K6	Consultation planning should include sample size/group, adherence to equality, quality of information, legal requirements, purpose of engagement, use of information and feedback, timelines, venues.				
K7	Apprentices need to know how to conduct stakeholder consultation including clarifying the research or policy change objective being discussed (Problem Tree Analysis or Objectives Analysis), identifying all the stakeholders or interest groups associated with this objective, project, problem or issue and identifying their interest and power.				



Module H Policy Delivery

Policy aims and intended outcomes; what successful implementation looks like; basic delivery systems available; the delivery environment including other organisations involved; user-centred design; reputational risks and public perception; how to measure success of the policy

Assessment criteria					
Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K1	Articulate the intended outcome of policy development within your role	K8			
K2	Identify key timescales and delivery plans				
K3	Identify basic project delivery systems 				
K4	Describe reputational risk within your own role				
K5	Identify a range of success measures for policy delivery				
K6	Explain the importance of measuring progress and success				
K7	Demonstrates awareness and consideration of the delivery environment				
K8	Outline the benefits of user-centred or experience-based design				
K9	Identify the reputational risks associated with poor policy delivery				
Delivery content					
Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K2	The process of delivery should include identification of a policy/project plan, timescales for development and execution, consultation and communication processes.	K8			
K3	Policy delivery systems may include ROAMEF (Rationale, Objectives, Appraisal, Monitoring, Evaluation and Feedback), Insights Implementation Tool, waterfall, agile, critical chain/path, Prince2, Managing Successful Programmes (MSP), Management of Portfolio (MOP), Lean, Primavera 6. 				
K4	Reputational risk could include loss of trust by line manager, wider department/organisation, customers/service users.				

Delivery content

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K5	Success measures should be SMART and should ensure that they are: Aligned—Agree with the specific organization’s vision, strategy, and objectives; Optimized—The KPIs should be focused on providing organization-wide strategic value rather than on non-critical local business outcomes; Measurable—Can be quantified/ measured; Realistic—Must be cost effective and fit into the organization’s culture and constraints and achievable within the given timeframe; Attainable—Requires targets to be set that are observable, achievable, reasonable, and credible under expected conditions as well as independently validated; Clear—Clear and focused to avoid misinterpretation or ambiguity; Understood—Individuals and groups know how their behaviours and activities contribute to achieving the KPI; Predictive—The KPI may be compared to historical data over a reasonably long time so that trends can be identified; Agreed—All stakeholders should agree and share responsibility for achieving the KPI target; Reported—Regular reports are made available to all stakeholders and contributors so they know the current status and take corrective action if needed.				
K8	Benefits of user centred design may include: <ul style="list-style-type: none"> • better understanding of the problem • clear, sociable visual representation of the project vision • engages the end user as a customer Benefits of experienced based design may include: <ul style="list-style-type: none"> • co-design • use of stakeholder experience 				
K9	Organisational reputational risk may include financial impact, loss of funding, loss of trust, public perception, legal challenge, poor publicity.				

**Module I Evidence Gathering**

Apply analytical techniques; make use of analytical support and key statistics related to policy area; work with experts outside of policy applying the basics of economic appraisal; handle sensitive information securely

Assessment criteria					
Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
			S1	Gather and store statistics to support evidence-based judgements	S1
			S2	Analyse and evaluate the information required within own policy area	
			S3	Use evidence from a diverse range of sources to support evidence-based judgements	
Delivery content					
Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
			S1	Apprentices need to know how to gather and store statistics in line with legislation and procedure.	S1
			S3	A diverse range of sources may include the use of information gathered for similar policy developments, lessons learned from previous policy development, experts from outside of the organisation, overseas data for similar exercises. Benchmarking against national criteria and national institutes and other organisations in the same criteria.	

Module J Evidence-based Problem Solving

Define the policy problem; demonstrate hypothesis-based thinking; seek advice from relevant experts; make decisions based on sound reasoning and evidence previously gathered; know when to escalate issues

Assessment criteria					
Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
			S1	Define policy problems	S2
			S2	Demonstrate use of evidence to test a hypothesis	
			S3	Demonstrates the application of basic problem solving techniques	
			S4	Identify limitations of evidence	
Delivery content					
Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
			S3	Basic problem-solving techniques include: defining the problem, issue trees, seeking advice, generating alternatives, evaluating and selecting alternatives, implementing solutions and knowing when to escalate issues.	S2

**Module K Evaluation**

Use research and trials to inform policy; consider evaluations of previous policies; read graphs and tables; understand simple descriptive statistics; consider advantages and disadvantages of evaluation methods including validity and reliability

Assessment criteria					
Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
			S1	Use research and trials to inform policy	S3
			S2	Articulate the importance of evaluating outcomes	
			S3	Interpret simple descriptive statistics	
			S4	Identify stakeholders to engage in evaluation	
			S5	Explain the importance of objectivity when evaluating	
			S6	Consider outcomes of previous policy evaluations when making decisions	
			S7	Identify appropriate stakeholders for extended/further evaluation	
			S8	Justify the evaluation methods used in own policy area	
Delivery content					
Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
			S1	Consider evaluations of research and trials both internal and external, national and international.	S3
			S3	Apprentices will need to be able to interpret both qualitative and quantitative data, tables, graphs and text.	
			S6	Explain evaluations of previous policies both internal and external, national and international.	

Module L Presentation Skills

Select and present information in a clear and effective manner; present information according to the audience; use correct grammar and punctuation; structure work in a logical order; write accurately, briefly and clearly, speak confidently and coherently; plan for and be able to answer questions

Assessment criteria					
Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
			S1	Uses correct spelling, grammar and punctuation	S4
			S2	Presents information in the correct format, considering purpose and audience	
			S3	Write engaging and clear documents	
			S4	Articulate key messages clearly	
			S5	Speak confidently and coherently	
			S6	Consider and prepare for any questions	
			S7	Writes a well-structured argument with coherent flow	
			S8	Maintain confident communication throughout, including during questions	
			S9	Expand on issues raised in follow up questions and offer wider/more detailed answers or potential risks/benefits	
Delivery content					
Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
			S1/ S2/ S3/ S4	Apprentices will need to be able to write clear and engaging documents that meet the audience needs. Documents should be checked for accuracy; spelling, grammar and punctuation, and presented in a manner which will enable the target audience to understand the message being conveyed. This could involve the use of infographics, social media, communication messaging. It would be expected that apprentices adhere to plain English guidelines and make use of the Government style guide and organisational house style. Apprentices should take account of people with learning difficulties, language issues, people with hearing and visual impairments.	S4



Delivery content

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
			S5/ S8	Apprentices should also be aware of their own and the audiences body language.	
			S6/ S9	Apprentices will need to identify where questions could arise in their presentation and ensure they have researched answers. They will need to manage the presentation and set “ground rules”. Provision and use of FAQ’s using social media and web based solutions may need to be considered.	

Module M Communicating with Influence

Communicate confidently; be personable; ask insightful questions; recognise levels of authority; be able to influence others; be able to negotiate effectively and respectfully; confidently represent your organisation; recognise importance of objectivity and impartiality in policy-making

Assessment criteria					
Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
			S1	Articulate the core message to be communicated	S5
			S2	Use tone and body language to communicate effectively	
			S3	Uses appropriate language throughout written communication	
			S4	Works within limits of own authority	
			S5	Communicate with impact	
			S6	Display team values	
			S7	Adapt style of writing to suit audience and subject	
			S8	Achieves a positive outcome through negotiating and influencing others	
Delivery content					
Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
			S3	The style of writing chosen should be suitable for the audience which could be the general public, technical steering groups or ministers. Apprentices should ensure they plan their communications developing consistent, logical and easily understood reports, letters, briefing papers, minister questions etc.	S5
			S4	Apprentices should work to pre-defined and agreed limits of authority.	
			S5	Communicating with impact requires the apprentice to be personable, ask questions, listen, be insightful, use influencing skills.	



Delivery content

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
			S8	<p>Apprentices should display negotiation and influencing skills including communication, planning and listening, developing consistent, logical and easily understood arguments. They should be aware of the importance of objectivity and impartiality when negotiating and influencing using negotiating techniques such as</p> <ul style="list-style-type: none"> • identifying your required outcome and the areas you are willing to compromise • setting out and agreeing the negotiation process • building rapport • actively listening • asking questions • searching for “trade-offs” • and influencing techniques such as: • adjusting to others preferences • building rapport • developing credibility, likeability and affinity • using reciprocity 	

Module N Time Management

Identify risks and issues; monitor progress of actions; demonstrate effective use of resources; manage conflicting priorities and pressures; work to agreed deadlines and timescales; dedicate time to specific activities

Assessment criteria					
Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
			S1	Identify risks and issues related to developing situations when creating policy	S6
			S2	Create and maintain project plans	
			S3	Manage actions and milestones	
			S4	Manage conflicting priorities and pressures effectively	
			S5	Identify risks to completion of work and renegotiate deadlines accordingly	
Delivery content					
Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
			S1/ S5	Apprentices should demonstrate an understanding of risk registers within project planning. This should include the identification of specific risks in relation to policy creation such as other policy impacts, elections and a change of leadership, party manifestos. Other risks should also be included in relation to specific resources such as materials, energy, services, staff and/or knowledge	S6
			S2	Apprentices should demonstrate how they create and manage project plans including the use of electronic and/or paper-based tools such as Gantt charts, to-do lists, workflows and timetracking. They should demonstrate long term and short term planning and the use of milestones, forecasting, scenario planning, contingency planning, management by objectives (MBO), SMART goals and benchmarking	



Delivery content

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
			S3	Apprentices should demonstrate how they monitor progress of actions, work to agreed deadlines and timescales and dedicate time to specific activities. Apprentices should demonstrate the approval process within the organisation of any change to actions and milestones	
			S3/ S5	They should use negotiating skills to ensure completion of tasks. Apprentices will need to demonstrate management of actions and resources in a timely fashion within their project and demonstrate how they maintained programme.	

Module O Continuous Learning and Agility

Takes responsibility for self-development; reflects on lessons learned and feedback to improve performance; champions continuous improvement; seeks out opportunities to improve ways of working; looks to create effective change

Behaviours	
B1	Commits to own personal development
B2	Reflects on feedback to improve performance
B3	Applies lessons learned to improve performance
B4	Champions continuous improvement
B5	Encourages ideas from a range of sources including internal and external stakeholders
B6	Shares learned practices with wider teams

Module P Big Picture Thinking

Takes an active interest in understanding organisational priorities and strategy; looks beyond the immediate role; keeps abreast of wider issues which may impact on policy area; keeps a clear focus on the overall policy aim

Behaviours	
B1	Takes an active interest in understanding the strategic aims of the organisation
B2	Understands how their own role fits with organisational aims
B3	Understands how the wider team contributes to achieving organisational priorities
B4	Keeps abreast of how their own role links with policy aims outside of their own organisation

Module Q Looking to the Future

Is mindful of future trends and influences; considers potential risks and opportunities and adapts working style accordingly; anticipates how the future can support actions in the present; considers multiple possible outcomes

Behaviours	
B1	Articulates the importance of considering future trends and influences
B2	Considers potential risks and opportunities
B3	Considers possible multiple outcomes
B4	Identifies and articulates patterns and trends that may help to solve future problems



Module R Working Collaboratively

Shows consideration of others; seeks to develop trusting and effective relationships; shares knowledge; encourages collaboration; is a team player; promotes diversity; listens to others; appreciates different perspectives and respects alternative opinions

Behaviours	
B1	Takes on different roles and supports colleagues where necessary
B2	Builds and maintains effective working relationships with colleagues
B3	Uses networks to contribute to successful outcomes
B4	Shares knowledge, information and/or learning with colleagues
B5	Listens to others taking in to account different viewpoints and perspectives
B6	Escalate issues and seek support when necessary
B7	Develops relationships and seeks input from a wide range of stakeholders
B8	Suggests activities to boost team spirit, morale and common focus
B9	Recognises potential conflict and understanding of the other person's perspective

Module S Resilience

Is proactive; has a 'can do' attitude; is open to receiving feedback from others; is tenacious and remains motivated under pressure; deals positively with setbacks

Behaviours	
B1	Deals positively with setbacks
B2	Maintains performance in times of pressure
B3	Maintains focus, objectivity, clarity and transparency when faced with ambiguity and uncertainty
B4	Proactively seeks feedback and acts positively to the response

Module T Self Awareness

Reflects on own performance and feedback from others; is mindful of the impact of own actions on others; adapts style to suit circumstances; understands limitations of own knowledge and uses networks to inform own work

Behaviours	
B1	Reflects on own development needs and feedback from others
B2	Understands the impact of own actions on others
B3	Recognises and respects others' contributions
B4	Is enthusiastic about own work and acts as a role model
B5	Utilises networks to fill gaps in knowledge



End-point Assessment Coverage

Each End-point Assessment will cover the assessment criteria of the modules within the standard. This coverage is as follows:

Multiple Choice Test

The Multiple Choice Test will cover the following modules of the standard:

Module	Coverage Knowledge
C Political Environment	K1 – K8
D Contextual Factors	K1 – K5
E Programme and Project Management	K1 – K6
F Commercial Awareness	K1 – K5
G Consultation Process	K1 – K6
H Policy Delivery	K1 – K6

Written Policy Exercise

The Written Policy Exercise will cover the following modules of the standard:

Module	Coverage Knowledge	Skill
D Contextual Factors	K1 – K6	
F Commercial Awareness	K1 – K7	
G Consultation Process	K1 – K9	
H Policy Delivery	K1 – K9	
I Evidence Gathering		S1 – S4
J Evidence-based Problem Solving		S1 – S7
K Evaluation		S1 – S9
L Presentation Skills		S1 – S8
M Communicating with Influence		S1 – S8

Presentation with Question and Answer

The Presentation with Question and Answer will cover the following modules of the standard:

Module		Coverage Knowledge	Skill	Behaviour
A	Policy Area	K1 – K7		
D	Contextual Factors	K1 – K7		
G	Consultation Process	K1 – K9		
H	Policy Delivery	K1 – K9		
I	Evidence Gathering		S1 – S4	
J	Evidence-based Problem Solving		S1 – S7	
K	Evaluation		S1 – S9	
L	Presentation Skills		S1 – S8	
M	Communicating with Influence		S1 – S8	
Q	Looking to the Future			B1 – B4

Professional Discussion

The Professional Discussion will cover the following modules of the standard:

Module		Coverage Knowledge	Skill	Behaviour
B	Organisation	K1 – K5		
M	Communicating with Influence		S1 – S8	
N	Time Management		S1 – S6	
O	Continuous Learning and Agility			B1 – B6
P	Big Picture Thinking			B1 – B4
R	Working Collaboratively			B1 – B9
S	Resilience			B1 – B4
T	Self-Awareness			B1 – B5

Re-Assessment

If the apprentice fails an assessment, further learning should be delivered by the training provider. As a minimum, this further learning should be at least a reflective discussion between the training provider, employer and apprentice on what and why the apprentice failed, and what additional support is required for the apprentice to pass the re-sit.

Re-assessment of individual assessment components should happen within 6 months. Once past this date the EPA will need to be retaken in its entirety.

Apprentices who re-sit a component and subsequently pass will have their overall grade capped at 'Pass'.

For a list of the re-sit costs, please see the Innovate website. It is the responsibility of the employer and the employer provider/training provider to ensure that apprentices are ready to pass the End-point Assessments and Innovate Awarding will provide support materials to help prepare apprentices for their assessments.



Assessment Overview

Assessments can be carried out in any order. It is envisaged however, that the presentation with question and answer and the professional discussion will take place on the same day.

The End-point Assessor will review the evidence for each apprentice and grade the apprentice on the following scale: Fail/Pass/Distinction. A panel expert (from the employer with at least 3 years of policy knowledge) will be present for the presentation with question and answer and the professional discussion, however the End-point Assessor will make the final decision as to whether the standard has been met or not.

All apprentices must take all elements of the end-point assessment. Scores are aggregated overall to determine the grade.

Assessment method	Area Assessed	Assessed by	Weighting	Marks
Multiple Choice Test	30 multiple choice questions worth one mark each covering modules: <ul style="list-style-type: none"> Political environment Contextual factors Programme and project management Commercial awareness Consultation process Policy delivery Duration of test 45 minutes	Online test	11% of total marks	18-23 Pass 24-30 Distinction
Written Policy Exercise	2 essay-style questions based on fictitious scenarios covering modules: <ul style="list-style-type: none"> Contextual factors Commercial awareness Consultation process Evidence gathering Evidence-based problem solving Evaluation Presentation skills Duration of assessment 45 minutes	Online test	22% of total marks	Pass: 8 or more pass knowledge criteria and 8 or more skills criteria Distinction: all pass criteria as above plus 3 or more distinction knowledge and 2 or more distinction skills criteria
Presentation with Q&A	Presentation focussing on aspects of the policy lifecycle, including the development, implementation and evaluation phases. Presentation question set by EPAO and covering modules: <ul style="list-style-type: none"> Policy area Contextual factors Policy delivery Evidence gathering Evidence-based problem solving Evaluation Presentation skills Communicating with influence Looking to the future Duration of presentation and Q&A session: 10 minutes each	End-Point Assessor (supported by Panel)	33% of total marks	Pass: all 12 pass knowledge criteria, 11 or more pass skills criteria and 2 or more pass behaviour criteria Distinction: all pass criteria as above plus 4 distinction knowledge, 3 distinction skills and 1 distinction behaviour criteria
Professional Discussion	Directly linked to the portfolio of evidence. Minimum of 1 question per module: <ul style="list-style-type: none"> Organisation Communicating with Influence Time Management Continuous Learning and Agility Big Picture Thinking Working Collaboratively Resilience Self Awareness Duration of professional discussion: 50 minutes (+/- 5 mins)	End-Point Assessor (supported by Panel)	33% of total marks	Pass: 3 or more pass knowledge criteria, 5 or more pass skills criteria and 17 or more pass behaviour criteria Distinction: all pass criteria as above plus 1 or more distinction knowledge, all 2 distinction skills and 5 or more distinction behaviour criteria

Grading Requirements

The apprentice is required to undertake, and at least pass, all elements of the assessment. The overall score will be calculated by adding together all credits awarded.

Grading

After each element of the End Point Assessment the assessment panel will determine whether the apprentice has obtained 'distinction', 'pass' or 'fail' for that element of the End Point Assessment. The level will then be converted into numerical credits using the table below.

Level Obtained	Multiple-choice test	Written policy exercise	Presentation with Q&A	Professional discussion
Distinction	2 credits	4 credits	6 credits	6 credits
Pass	1 credit	2 credits	3 credits	3 credits
Fail	0 credits	0 credits	0 credits	0 credits

Once all components have been undertaken by the apprentice, the assessment panel will calculate the overall score by adding together the credits awarded.

This total will then equate to a final grade as per the table below:

Total Number of Credits	Final Apprenticeship Grade
14 – 18	Distinction
9 – 13	Pass
0 – 8	Fail

If the apprentice has failed any element of the End Point Assessment, a 'Fail' should be awarded overall regardless of the total number of credits obtained. To pass the End Point Assessment, the apprentice will have the opportunity to re-sit the failed element, however the overall grade will be capped at 'Pass'.

Internal Quality Assurance

Internal quality assurance is conducted by Innovate Awarding. All assessments completed by an apprentice are subject to Innovate Awarding's Internal Quality Assurance Policy.

External Quality Assurance

The external quality assurance organisation for the Policy Officer standard is Ofqual. The external quality assurance organisation may require access to an apprentice's assessments and they may need to speak to the apprentice directly. Innovate Awarding has a responsibility to accommodate any reasonable request made by the external quality assurance organisation.



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Further Information

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Level 4 Policy Officer

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