



# Specification

**Level 3 Public Service Operational Delivery Officer v1.1**

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# Innovate Awarding

## Meet our Managing Director

Welcome to the Level 3 Public Service Operational Delivery Officer Apprenticeship. Our Innovate Awarding EPA Journeys are designed to ensure the employer, provider, assessor 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 End-Point Assessment Organisation.

We are an Ofqual approved End-Point Assessment Organisation (EPAO), experienced in operating within a regulated market. Driven by the employers we work in partnership with, we deliver End-Point Assessment (EPA) 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 EPA with us.

***Charlotte Bosworth***

## About Innovate Awarding

We are an EPAO approved by the Education and Skills Funding Agency (ESFA) with a collaborative approach to doing business. We work with providers to deliver fit for purpose EPA, providing 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 EPA experience is smooth and efficient, working closely with our provider partners ensuring a 'no surprises' approach to EPA for all apprentices.

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

<https://innovateawarding.org/end-point-assessment/apprenticeship-standards/>

## Our EPA Journeys

We have created four bespoke EPA Journeys tailored to the individual needs of the employer, provider, assessor and apprentice to enable a cross functional approach to EPA.

The Level 3 Public Service Operational Delivery Officer EPA Journeys are available to download on epaPRO.

## 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.

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 Public Service Operational Delivery Officer 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 12 months on-programme, working towards the Level 3 Public Service Operational Delivery Officer 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 EPA period, which is detailed in the Assessment Plan.

The EPA period will last six months, consisting of:

- Work based project followed by a presentation of the work-based project with question and answers
- Professional discussion underpinned by portfolio of evidence

## The Apprentice

A Public Service Operational Delivery Officer has a vital job of keeping the country running. They make sure that citizens get the services and protection they need, and help people understand what is available and what they need to do to comply with the rules.

A Public Service Operational Delivery Officer makes a difference every day to the lives of millions of people. They do hundreds of jobs in most departments and agencies in central government. They also work in local government, delivering services for towns, cities, boroughs or counties.

This apprenticeship will give the apprentice great development opportunities to equip them to be an internationally recognised professional in the part of the Civil Service that really makes things happen for customers and businesses.

## 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 learner is completing.

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

Off-the-job training allows the learner 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

The minimum volume of off-the-job training is six hours per week, irrespective of the hours worked by the apprentice.

## Gateway

Gateway is the entry point to EPA, and it is vital that all parties understand its importance. It is the point at which the apprentice has completed their learning, met the requirements of the Level 3 Public Service Operational Delivery Officer Apprenticeship Standard, and the provider and employer have reviewed the apprentice's knowledge, skills and behaviours to confirm they satisfied the provider and employer that they are competent and ready to enter their EPA.

Employers are ultimately responsible for deciding when their apprentice is competent as a Public Service Operational Delivery Officer and ready to enter EPA. This decision should be taken after conversation with the provider and apprentice. It is vital this decision is based on each individual apprentice's readiness and not because they have reached the end of the initially agreed training period.

## Pre-Gateway Checks

Knowing when an apprentice is Gateway-ready is much more than simply checking the apprentice has completed their learning and obtained all the mandatory requirements outlined in the Level 3 Public Service Operational Delivery Officer

Assessment Plan. Although this is important, it is about the provider, apprentice and employer being convinced that the apprentice is at the level of competence set out in the Standard and that they are prepared for the EPA, so they can claim that competency.

To pass through Gateway, typically the apprentice will have been training for a minimum of 12 months. They must also have:

- Achieved Level 2 English and Maths
- Satisfied their employer that they are consistently working at, or above, the occupational competence of the Level 3 Public Service Operational Delivery Officer
- Compiled, and be ready to submit, a portfolio of a minimum of 10 and a maximum of 15 discrete pieces of evidence towards the professional discussion
- Completed Level 2 Award in Operational Delivery (Principles)
- Completed Level 3 Certificate in Operational Delivery (Advanced)
- Completed and be ready to submit a project proposal
- A signed declaration
- Any reasonable adjustments and special considerations

Readiness for Gateway includes confirming that the apprentice's portfolio meets the requirements of the knowledge, skills and behaviours set out within the Level 3 Public Service Operational Delivery Officer Standard. This will be confirmed at Gateway and documented on epaPRO. This notifies us that the apprentice is ready for their assessment and the EPA planning meeting will be organised.

## What happens during Gateway?

During the two weeks of Gateway, we will agree the project's subject, title and scope, ensuring there is sufficient scope to meet the KSBs mapped to Assessment Method 1, enabling the apprentice to stand the best chance of achievement.

The Project Proposal must scope out the work-based project and should include a summary of the stages to be covered by the work-based project and an overview of the tasks as well as the specific responsibilities and duties assigned and to be undertaken by the apprentice.

Employers will provide Innovate Awarding with an Employer Overview at Gateway.

Innovate Awarding will approve the project title to confirm its suitability prior to the project commencing.

## Assessment Booking

Applications for any reasonable adjustments and/or special considerations should be submitted prior to Gateway, to allow time to review the request before the planning meeting.

Providers will book a planning meeting on epaPRO once Gateway documents have been reviewed and approved by us.

The purpose of the meeting is to allocate an Innovate Awarding Assessor, discuss assessment dates, confirm assessment timings, assessment requirements and assessment preparation. During the meeting we will discuss what happens if assessments are cancelled/rescheduled and how this could impact the EPA period, as well as providing information on certification and appeals.

The Level 3 Public Service Operational Delivery Officer 30 minute planning meeting will book assessment timeslots for the:

- Work based project followed by a presentation of the work based project with questions and answers
- Professional discussion underpinned by a portfolio of evidence

The provider may incur a charge for non-attendance of a planning meeting.

After the planning meeting, the apprentice will receive an email confirming everything discussed in the meeting and a calendar invite for all booked assessments. The apprentice will then prepare for EPA.

## Portfolio of Evidence Guidance

Employers will ensure their apprentice has compiled a portfolio of evidence during the on-programme period of the apprenticeship, which will be submitted at Gateway. It underpins the professional discussion but will not be assessed by us.

We will review the portfolio of evidence in preparation for the professional discussion prior to Gateway. Feedback is not required, although generally if Gateway is rejected due to the portfolio of evidence being inadequate, a courtesy email will be sent with an explanation, including the rejection reason on epaPRO.

Portfolio of evidence content and format are typically Word documents, presentations, video or audio recordings. The provider will upload the portfolio of evidence to epaPRO at Gateway, either by inserting a link to a SharePoint or including a zip file.

Portfolio of evidence requirements:

- Apprentices must compile a portfolio of evidence during the on-programme period of the apprenticeship
- It must contain evidence related to the KSBs that will be assessed by the professional discussion
- The portfolio of evidence will contain minimum of 10 and a maximum of 15 discrete pieces of evidence
- Evidence must be mapped against the KSBs
- Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to a quantitative approach is suggested

Evidence sources may include:

- Video/audio comments/extracts
- Written statements
- Project plans
- Reports/minutes /action logs
- Observations that have taken place during delivery of the programme and conducted by the provider or employer
- Discussions from networks/working groups
- Presentations
- Feedback (managers and peers)
- Reports or documents that have been written by apprentice
- Performance reviews

## End-Point Assessment

### **Assessment Method 1: Work based project followed by a presentation of the work-based project with questions and answers**

#### **Assessment Method 1 Component 1: Work based project**

The project will start after the apprentice has gone through the Gateway.

The apprentice will provide a brief summary of what the project will cover and be submitted to the Innovate Awarding Assessor after Gateway, this will include a terms of reference of what will be undertaken by them and an initial project plan for agreement. No part of the summary is assessed and there is no word count for this element.

The work-based project should be designed to ensure that the apprentice's work meets the needs of the business, is relevant to their role and allows the relevant knowledge, skills and behaviours to be demonstrated for the EPA.

The apprentice may work as part of a team which could include internal or external support however, the report will be the apprentices own work and will be reflective of their own role and contribution.

The work based project represents the knowledge, skills and behaviours in the Standard assigned to this assessment method. It provides a substantive evidence base on a business related project to demonstrate the application of knowledge and skills.

Each project must enable the following to be demonstrated:

- The application of knowledge, skills and behaviours to meet the outcomes in the Standard
- The approach to planning and completion of the project

It is designed to assess the apprentice in a consistent way, irrespective of their workplace.

The project may be based on: (these are examples):

- Review and implement a change plan to improve efficiency within the workplace
- Review current practice such as use of the tax mobile app, in order to ensure cost savings
- Evaluate a working practice such as the four-day working week and make recommendations on how this can be used to increase well-being at work

The project will be a contextualised work-based project report of 2,500 words, making use of graphs and pictorial representations of findings (+/-10%) excluding annexes (which could include graphs, pictorial representations, or diagrams). It should be based on an area of work that the apprentice works in.

The work based project report will be reviewed for evidence that the knowledge, skills and behaviours assigned to the work based project are inherent in the apprentice's practice.

It should cover:

- Their use of different analytical development techniques in the workplace to identify and produce key findings and judgements in assessments
- How they identified gaps and opportunities for further analysis
- How they engaged with clients, their own organisation and other interested parties and should explain their own critical thinking in both their analysis and generation of their overall findings and recommendations
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The content of the project must enable the knowledge, skills and behaviours mapped to this assessment method to be met.

A typical structure for the work-based project report will include:

- Introduction
- Background
- Aims and Objectives
- Research and Methodology
- Outcomes
- Discussion
- Business implications
- Conclusions
- Recommendations

The apprentice will be required to document their assumptions and to highlight the consequences of those assumptions, enabling them to demonstrate their understanding of commercial pressures, and the application of their thinking and problem-solving skills. This will form part of their findings and recommendations.

The report must be the apprentices own work and will be reflective of their own role and contribution.

The project must map, in an appendix, how it evidences the relevant knowledge, skills and behaviours for this assessment method.

## **Assessment Method 1 Component 2: Presentation of work based project with questions and answers**

The apprentice will prepare and deliver a presentation that covers the knowledge, skills and behaviours assigned to this assessment method. The presentation will be based on the work based project and will cover an overview of project.

The presentation of the work based project will last for 15 minutes (+10%) followed by 15 minutes (+10%) for questions and answers, total time of 30 minutes.

The presentation with questions and answers will take place on a one to one basis between the Innovate Awarding Assessor and the apprentice (the employer can be present but to observe only).

The work-based project report and presentation with questioning will be graded holistically. Prior to the presentation and questioning, the Innovate Awarding Assessor will have prepared six questions based on the work-based project. However, follow up questions may be used to take account of the presentation evidence.

The apprentice can use presentation tools such as power point, video clips, flip chart, work products.

The apprentice may refer to their work-based project report and presentation aides when answering the questions.

The presentation must take place in a quiet room free from distractions and influence.

## **Assessment Method 2: Professional discussion, underpinned by a portfolio**

The professional discussion will be structured to draw out the best of the apprentice's competence and excellence and cover the knowledge, skills and behaviours mapped to this assessment method.

The professional discussion will be a structured 60 minute one to one discussion between the apprentice and the Innovate Awarding Assessor, who has the discretion to increase the time of the discussion by up to 10% to allow the apprentice to complete their last answer.

It will involve questions that will focus on work based scenarios and competency based questions. This will allow some knowledge, skills and behaviours, which may not naturally occur in every workplace, or may take too long to be observed, to be assessed, and the assessment of a disparate set of knowledge, skills and behaviours. It allows a range of examples to be brought forward during the discussion and ensures that excellence can be evidenced and acknowledged.

The Innovate Awarding Assessor will select a minimum of six questions from a bank of scenario and competency-based questions to ensure a consistent approach is adopted, as well as ensuring all required areas of the Standard are appropriately covered. A further six supplementary questions generated by the Innovate Awarding Assessor may also be asked based on the portfolio of evidence to elicit a more detailed response from the apprentice.

The professional discussion will take place in a quiet room, free from distractions and influence away from the apprentice's workstation, either an onsite office or offsite location.

An employer representative may attend the professional discussion, who will be able to provide technical support, advice and guidance such as confirming company policies, procedures, processes, providing context on technical information. Any information provided by the employer must only be at the request of the Innovate Awarding Assessor who has the final say over the assessment and grade awarded. The employer must not provide evidence on behalf of the apprentice, ask the

apprentice questions or influence the apprentice in any way. The employer must not amplify or clarify points made by the apprentice.

## Grading

Performance in the EPA determines the apprenticeship grade of:

- Distinction
- Pass
- Fail

The Innovate Awarding Assessor will grade the work based project followed by a presentation of the work-based project with question and answers and the professional discussion underpinned by a portfolio of evidence.

The Innovate Awarding Assessor will combine the individual assessment method grades to determine the overall EPA grade.

To achieve an overall distinction, the apprentice must achieve distinction in both assessment methods.

To achieve an overall pass, the apprentice must achieve at least a pass in all the assessment methods.

If the apprentice fails one or more assessment method, they will be awarded an overall fail.

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

<b>Work-Based Project followed by a Presentation of the Work-Based Project with Questions and Answers</b>	<b>Professional Discussion underpinned by a Portfolio of Evidence</b>	<b>Overall Grading</b>
Fail	Fail	Fail
Fail	Pass	Fail
Pass	Fail	Fail
Pass	Pass	Pass
Distinction	Fail	Fail
Fail	Distinction	Fail

Pass	Distinction	Pass
Distinction	Pass	Pass
Distinction	Distinction	Distinction

## Grading Descriptors

**Assessment Method 1: Work based project followed by a presentation of the work based project with questions and answers**

Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
<p><b>K1 Legislation, policies and procedures</b> - Understanding the principles, practices, regulations and law in your own area of operational delivery, and how it is applied and the effect it has, from supporting the needs of the most vulnerable individuals to keeping the UK's borders secure.</p>	<p>Describes the principles, practices, regulations and law that affects their area of work and the effect these have on day to day work such as working with vulnerable individuals or keeping the UK's borders secure. <b>(K1)</b></p>	<p>Analyses how a service is developed within their organisation and how this is evaluated against future trends and services. <b>(K1 B1)</b></p>
<p><b>S1 Customer service</b> - Delivering services to a wide range of customers, including those most in need and vulnerable, recognising that some customers will need extra support to access and use services. You will be providing a professional service at the right time and in a non- judgmental way. This includes carrying out calculations based on information received and giving accurate advice and guidance to help citizens understand what they need to do.</p>	<p>Explains how they have supported their team to implement changes to systems or processes based on calculations made against information received in order to give guidance to citizens. <b>(S1 B1)</b></p>	<p>Explains how they have evaluated recommendations to influence on-going opportunities for change. <b>(B1)</b></p>
<p><b>B1 Changing and improving</b> - Being open to change. This includes being creative in supporting continuous improvement or changes to systems or processes that affect the way you do your job.</p>	<p>Explains how they change and develop the way they work in order to meet the needs of different customers whilst delivering a quality service. <b>(B1 B6)</b></p>	<p>Explains how they have used analysis of information to identify opportunities to improve business performance and offer recommendations on services. <b>(K2 S4 B10)</b></p>
<p><b>B6 Managing a quality service</b> - Delivering a quality service. This includes 'going the extra mile', and showing an awareness of different</p>		

<p>customer needs (for example, those with disabilities).</p>	<p>Describes how the needs and expectations of a diverse range of customers and communities (from individuals to multi-national businesses) are identified and met. <b>(K2 S2)</b></p>	
<p><b>K2 Customers</b> - Understanding the diverse range of customers and communities, and their needs, rights and expectations, from individuals to the biggest multi-national businesses.</p>	<p>Analyse data/information (complying with legislation) from a range of sources, in a clear and concise format, using it to meet customer needs and to support any interviews or investigations. <b>(S4 B10)</b></p>	
<p><b>S2 Communicating effectively</b> – understanding the importance of effective communication in the workplace and communicating effectively in different situations and communicating the best way to meet the needs of different audiences. This includes questioning and listening when carrying out interviews or investigations, and communicating in a clear and concise way using letters, e-mails or social media, over the phone or face-to-face.</p>	<p>Describes the procedures used to review, validate, process, share and store information from a range of sources. <b>(S4 S7 B10)</b></p>	
<p><b>S4 Gathering and managing information</b> - Complying with data protection principles. Accurately reviewing, validating, processing and storing information from a range of sources and accurately using it to meet customers’ needs in a way they find clear and easy to understand. You may be analysing information for discrepancies, potential fraud or non-compliance. This could also support interviews and investigations.</p>	<p>Explains the processes used to manage information using IT systems and how to report the poor performance of tools and equipment needed to do their job. <b>(S7)</b></p>	
<p><b>B10 Objectivity</b> - basing your advice and decisions on rigorous analysis of evidence.</p>	<p>Describes how they identify problems and the techniques they use to resolve them, including what actions they take to prevent the risk of it reoccurring. <b>(S6)</b></p>	
<p><b>S7 Tools and equipment</b> - Using IT systems to manage, share and store information. This includes using office equipment appropriately and reporting poor performance of services you use to do your job.</p>	<p>Having sound judgement. This includes</p>	
<p><b>S6 Problem solving and decision making</b> - Identifying problems quickly and using a range of techniques to solve them and stop them happening again. This includes preventing a customer having to contact us a number of times.</p>		
<p><b>B2 Making effective decisions</b> -</p>		

<p>making decisions about the relevance, quality and accuracy of the information available to you and using and sharing it appropriately.</p>	<p>Explains problem solving techniques used to identify and resolve issues quickly, and the impact this has on customers and the organisation. <b>(S6 B2)</b></p>	
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## Assessment Method 2: Professional discussion underpinned by a portfolio of evidence

Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
<p><b>K3 Range of services</b> - Having an appreciation of the range of public services available that are delivered across government, from ensuring money is available to fund public services to making payments to pensioners.</p>	<p>Describes the range of public services that are delivered across government (e.g. payment of pensions and funding public services). <b>(K3)</b></p>	<p>Explains an example of when they have dealt with a challenging case requiring the individual needs of a customer to be taken into account and how this case was resolved professionally <b>(S1 S2 S5 S8 B6 B11)</b>.</p>
<p><b>S1 Customer service</b> - Delivering services to a wide range of customers, including those most in need and vulnerable, recognising that some customers will need extra support to access and use services. You will be providing a professional service at the right time and in a non- judgmental way. This includes carrying out calculations based on information received and giving accurate advice and guidance to help citizens understand what they need to do.</p>	<p>Describes the services they offer and how they use the information received to provide clear and accurate advice and guidance to all customers. <b>(K3 S1 B11)</b></p>	<p>Explain when they have faced challenges whilst working to complete tasks within set deadlines, and the actions taken to ensure workload was prioritised accordingly and completed <b>(S8 B7)</b>.</p>
<p><b>B11 Impartiality</b> - Acting according to the merits of each case and serving the government of the day impartially.</p>	<p>Describes the additional support that some customer groups (such as the vulnerable) may require. <b>(S1)</b></p>	
<p><b>S2 Communicating effectively</b> – understanding the importance of effective communication in the workplace and communicating effectively in different situations and communicating the best way to meet the needs of different audiences. This includes questioning and listening when carrying out interviews or investigations, and communicating in a clear and concise way using letters, e-mails</p>	<p>Explains an example of when they have 'gone the extra mile' to adapt the delivery of a service to meet the needs of different</p>	<p>Explains what opportunities there are for their organisation to</p>

or social media, over the phone or face-to-face.	customers (e.g. those with disabilities) <b>(S1 B6)</b>	continually improve <b>(S5 B1 B5)</b> .
<b>B3 Leading and communicating</b> - Leading by example. This includes being even-handed, supportive, and not letting personal opinions override business needs, and communicating professionally, openly and honestly.		Explains an example of when they have identified and resolved a problem, justifying the techniques used and impact this had on the business <b>(S6)</b> .
<b>B4 Collaborating and partnering</b> - Working collaboratively and building professional relationships with colleagues. This includes working as part of a team and developing contacts so you can support each other.	Describes when they have demonstrated effective and open communication skills to support the development of individual and team performance to meet business results <b>(S2 B3 B4 B8 B9)</b> .	Explains an example of when they have taken the lead role in negotiations with a contact (internal or external), explaining what they did and how a solution was reached <b>(S5)</b> .
<b>B8 Integrity</b> - Putting the obligations of public service above your own personal interests.		
<b>B9 Honesty</b> - Being truthful and open.		
<b>S3 Working together</b> - Working well with your team, colleagues and others and developing productive working relationships to achieve individual, team and business results.	Describes how they have developed contacts both internally and externally in order to support themselves and their team <b>(S3 B4)</b> .	
<b>S5 Negotiating and influencing</b> – Using tact and diplomacy to negotiate with individuals or businesses to ensure they comply with the rules, and reaching solutions that suit all parties and are right for the business.		
<b>S8 Professionalism, self- management and awareness</b> - Taking responsibility for your own actions. This includes being self-motivated, and planning work to make sure that tasks are completed and deadlines met.	Describes when they have complied with rules when undertaking negotiations (either with individuals or businesses) and influencing the solutions accepted by all parties <b>(S5)</b> .	
<b>B7 Delivering at pace</b> - Delivering at pace includes working to agreed goals and activities, and responding to challenges constructively, for example managing time well and thinking positively.	Describes how they plan and manage their own workload to ensure that all tasks and actions are completed within deadlines set <b>(S8 B7)</b> .	
<b>B5 Building capability for all</b> - Learning and building your own knowledge and skills, and developing the		

mindset and ways of working to continually improve.	Describes how they have built their knowledge and skills through CPD activities and the impact this had on their development <b>(B5)</b> .	
<b>S6 Problem solving and decision making</b> - Identifying problems quickly and using a range of techniques to solve them and stop them happening again. This includes preventing a customer having to contact us a number of times.		

## Annex 1

### Assessment Plan and Occupational Standard

The Level 3 Public Service Operational Delivery Officer Standard and the latest version of the Assessment Plan can be accessed by following this link:

<https://www.instituteforapprenticeships.org/apprenticeship-standards/public-service-operational-delivery-officer-v1-1>

#### Level 3 Public Service Operational Delivery Officer ST0314

##### Version 1.1

**Sector: Business and Administration**

**EQA Organisation: Ofqual**

## Annex 2

### Additional Information

#### Results and Certifications

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

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

For replacement certificates a request must be emailed to [epa@innovateawarding.org](mailto:epa@innovateawarding.org). Within two days of receiving the email, a replacement certificate will be requested from the ESFA.

#### Re-sits and Re-takes

Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit or a re-take. A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for the re-sit or a re-take. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

An apprentice, who fails an assessment method, and therefore the EPA in the first instance, will be required to re-sit or re-take any failed assessment methods only.

If an apprentice fails the project element of the EPA they will be asked to rework the work based project taking into account the feedback from the Innovate Awarding Assessor. Four weeks will be provided for the reworked project to be resubmitted to the Innovate Awarding Assessor, who then has a further two weeks to review it. They will not be asked to complete a new work based project. The work based project will only be awarded a pass if the apprentice has to resit/retake it.

If the apprentice fails the presentation element of Assessment Method 1, they are permitted to use the same project for the re-sit or re-take, however different questions must be asked.

If the apprentice fails the professional discussion, they are permitted to use the same portfolio of evidence for the re-sit/re-take however different questions must be asked.

Any assessment method re-sit or re-take must be taken during the maximum EPA period, otherwise the entire EPA must be taken again, unless, in the opinion of

Innovate Awarding, exceptional circumstances apply outside the control of the apprentice or their employer.

Re-sits and re-takes are not offered to apprentices wishing to move from pass to distinction.

Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of pass, unless Innovate Awarding determines there are exceptional circumstances requiring a re-sit or re-take.

## Reasonable Adjustments, Special Considerations and Appeals

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

<https://innovateawarding.org/end-point-assessment/apprentice-information>

## 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](mailto:epa@innovateawarding.org)



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