SIAS

Technician Scientist (ST0597)

Level 5 Apprenticeship Standard

End-Point Assessment Specification

Endorsed by the Science Industry Partnership

SIP

Contents

This specification describes the end-point assessment tests, the test rules and who should be involved. Preparing for end-point assessment including gateway requirements are also covered.

SIAS is the Science Industry Assessment Service. It is part of the Cogent Skills Group. For further information about apprenticeship standards and Trailblazers please contact info@siasuk.com.

In this guide, the term "employer" is used to refer to the host employer, which is the company where the apprentice gains their competency experience. It does not refer to an organisation such as an Apprenticeship Training Agency (ATA) that has the employment contract with the apprentice.

Qualification Objective

The aim of this qualification is to ensure that the apprentice is occupationally competent against the knowledge, skills and behaviours outlined in the assessment plan for this standard.

A technician scientist carries out established laboratory-based investigations and basic scientific experimentation using bench and instrumentation techniques. They use a range of routine skills and some advanced and specialised skills following well established principles associated with their organisation's science and technology, which may typically be within chemical, pharmaceutical, biotechnology, formulated products or analytical services.

They carry out routine lines of enquiry, development or investigation taking responsibility for the quality of the work they undertake. They work safely and ethically often under highly regulated conditions because of the need to control quality and safety of scientific products. They critically evaluate appropriateness of commonly used approaches to solving routine problems, using a range of approaches to formulate evidence-based responses to defined and routine problems and issues within their area of work. They also contribute to solutions to problems within the wider scientific team, using appropriate project management procedures. They perform record keeping and checks and use data capture systems relevant to the technical and scientific procedures that they use. They analyse relevant scientific information, interpret, and evaluate data, prepare results, and provide progress updates of their work. They manage resources within a clearly defined area.

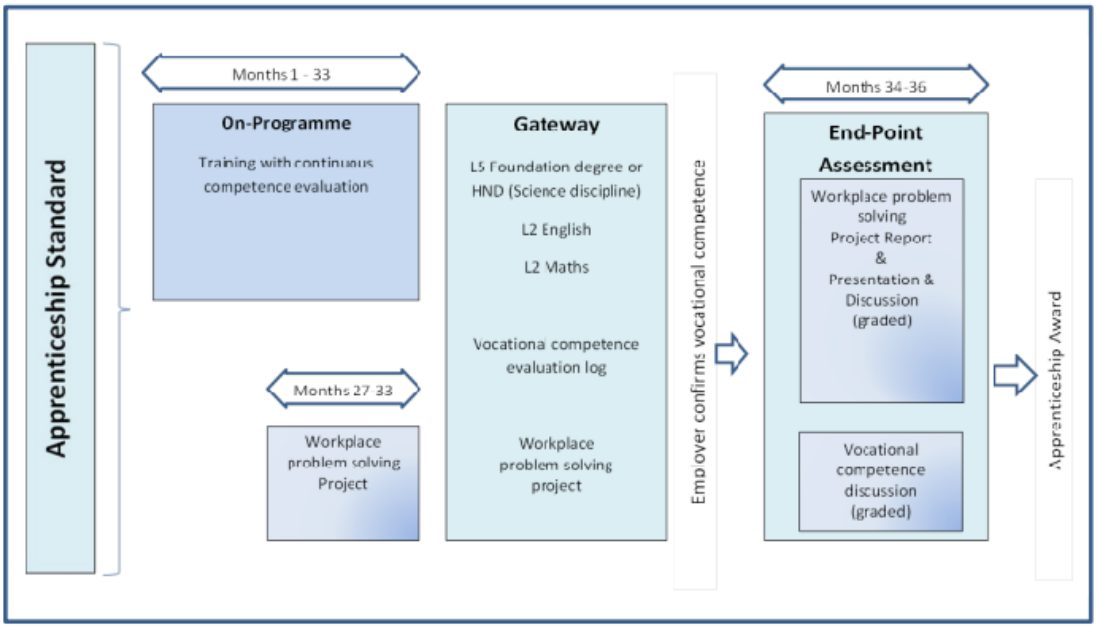
They use their awareness of any research interests and the technical context and processes of the laboratory alongside senior team members to contribute to the proposal of new scientific ideas. They have an up-to-date knowledge of technical, scientific, and regulatory developments related to the conduct of the laboratory. They communicate information, arguments, and analysis in a variety of forms to specialist and non-specialist audiences

They work as part of a wider scientific team, which may include laboratory scientists and laboratory technicians, in settings where there is certainty and with limited ambiguity taking personal responsibility for decision making in routine predictable contexts.

Prior Learning and Qualifications

Typically, candidates will have grade C or above in at least five GCSE's, including English, maths and a science subject and hold relevant level 3 qualifications providing the appropriate number of UCAS points for entry to a level 5 HE programme. Other relevant or prior experience may also be considered as an alternative.

A Summary of Technician Scientist End-Point Assessment



Technician Scientist apprenticeship will typically require 33 months on-programme training / assessment to meet the requirements of the standard. The on-programme phase will generate the pre-requisite gateway requirements for the end-point assessment (EPA).

The on-programme phase should focus on developing the apprentice's knowledge, skills, and behaviours (KSB), specifically around working safely, complying with internal and external regulations, and following quality procedures. The latter period of the phase should focus on developing further skills capability supported by further guided learning, enabling the apprentice to eventually work effectively and independently with minimum supervision. The apprentice will work towards a Foundation degree or a Higher National Diploma in a science or technology discipline relevant to the job role.

Achievement of this Foundation degree or Higher National Diploma is a gateway requirement for starting the EPA, along with English and maths at level 2, achieved either before or during the apprenticeship, an approved plan for a workplace problem solving project and a vocational competence evaluation log (log). The employer must confirm that the apprentice has completed the gateway requirements and is ready for the EPA.

The EPA must be completed within a 3-month period. It comprises assessment of:

- workplace problem solving project report with presentation & discussion to an EPA panel
- vocational competence discussion (VCD)

About Competence Evaluation

During the apprenticeship, regular evaluation of the competence of the apprentice against the apprenticeship standard will help to ensure that they achieve full occupational competence by the end of their training, and they are ready for end-point assessment. Confirmation from the employer that the apprentice is fully competent is needed before end-point assessment can take place.

As competence evaluation is an in-programme activity, the process that is used for this has not been mandated. It is for the employer supported by their training provider to decide how they wish to do this. To help with this SIAS has produced the SIAS Competence Tracker.

Competence Evaluation Log (CEL)

The evidence that the apprentice is ready for end-point assessment is the signed SIAS Competence Evaluation Log (CEL). The CEL covers the knowledge, skills and behaviours specified in the apprenticeship standard. The signed log shows that the apprentice has demonstrated to the employer they are fully competent at the end of their training. It has the same status as a qualification certificate. Along with the qualification certificates, a signed completed CEL is one of the requirements for the Gateway.

Readiness for End-Point Assessment (EPA) – Gateway

Apprentices must complete the gateway requirements and provide evidence to the EPAO as detailed below before taking the EPA. On completion of the gateway requirements, the employer must confirm the apprentice as ready for the EPA.

Foundation Degree (FdSc) or Higher National Diploma (HND)

Apprentices must complete a Foundation Degree or Higher National Diploma in a science or technology discipline relevant to the job role. For example:

- FdSc Chemical Science
- FdSc Applied Bioscience
- HND Applied Chemistry
- HND Applied Biology

The range of qualifications may be used allowing employers / apprentices the flexibility to tailor the apprenticeship to meet their needs, whilst meeting the minimum requirements of the apprenticeship standard.

Workplace Synoptic Project

The apprentice in discussion with their employer will develop and implement a plan for a workplace problem solving project that demonstrates the practical application of science, which they will conduct over a maximum 6-month period prior to the end-point assessment period. The project will involve the apprentice identifying a problem with a laboratory technique, laboratory workflow process or other laboratory problem that, once addressed, will deliver benefit to the business. The project must be sufficiently comprehensive to cover the whole project cycle from problem identification and planning through laboratory practice and data review to solution identification and recommendations.

The project is expected to draw together the learning from across the standard and the learner is expected to undertake this project demonstrating the ability to select and apply knowledge and principles to the solution of well-defined problems, manipulating and interpreting complex sets of data, assessing their reliability and presenting them in an appropriate format.

All project topics must be approved by the employer and the project plan must be signed off by the employer as complete and submitted to the EPAO at Gateway. Where the apprentice is contributing to the project work of a wider team the project plan should be limited to the area of responsibility and defined tasks that have been allocated to the apprentice. The EPAO will review the project plan to ensure that the scope of the completed tasks is sufficient to meet the EPA requirements. If these are found to be insufficient the apprentice will not meet the gateway requirements and will not proceed to EPA.

The project plan must cover:

Project scope, planning & resources

a. Problem definition including the scientific business context to the project and perceived advantages & limitations of the proposal
b. Clear project plan and predicted timescales

c. Resources with consideration of regulations with particular attention to relevant process safety requirements, product quality and assessment of risk.

Good planning and adherence to the plan will be tested as part of the EPA.

The following are examples of project areas.

Project Area	Focus and Coverage
Improved efficiency in the laboratory environment through better utilisation of assets.	The key focus of this type of project is to improve the design and utilisation of equipment or workflow processes used in laboratories.
A cost saving project such as reducing the use of chemicals or cleaning products	The key focus of this type of project is a continuous improvement project to reduce cost without compromising product quality.
Improving quality through enhanced compliance with systems	The key focus of this project is the development or redevelopment of a quality system with reference to impact on cost, quality, and safety.

The project, which will be completed pre-gateway, may be the apprentice's alone or the apprentice may contribute to the project work of a wider team. The apprentice's contribution, which must be of sufficient depth and complexity to require a minimum of 70 hours of work with an additional 30 hours for project reporting. However, the apprentice should not limit the scope of their project to meet this requirement. Because of the significance of the project, the employer and the training provider may work together with the apprentice to agree a project that is achievable within the employer's business constraints, meets the employer's expectations and has a level of challenge appropriate to an FdSc or HND, so long as it meets the project criteria described in this end-point assessment plan. The project should be conducted as part of an apprentice's normal work. The apprentice may choose to use a project completed as partial fulfilment of the FdSc or HND. Collaboration between the employer and the training provider is encouraged with mentoring support for the apprentice from both the employer and the training provider.

Vocational Competence Evaluation Log (CEL)

A summary record of on-programme vocational competence evaluation, signed off by a technical expert nominated by the apprentice's employer, must be recorded in a log. This reflects the industry practice of competence management through on-going employer competence evaluation.

A log must list what evidence was used to confirm the apprentice demonstrated competence, where it is recorded, how it was evaluated and by whom against all KSBs on the apprenticeship standard. There is no need to capture the evidence itself in the log. However, the log must provide a reference to where the evidence is held. Typical evidence may include, for example, a course assessments portfolio, a company workbook, performance review record, or certificate of training. During the vocational competence discussion, the apprentice must have the opportunity to refer to the log and evidence referenced within it to evidence their answers. This signed log will be used as the evidence that the employer has confirmed the apprentice has developed all the KSBs defined in the apprenticeship standard. This must be provided to SIAS at gateway in order for EPA to go ahead. This is all covered in the SIAS CEL document.

English and Maths Level 2

Apprentices must hold a minimum of level 2 English and maths, achieved either before or during the apprenticeship, before completing the EPA.

Stages of End-Point Assessment

EPA methods must be successfully completed during a maximum 3-month period. The EPA comprises assessment of:

- Workplace Problem Solving Project Report & Presentation with questioning
- Vocational competence discussion (VCD)

Workplace Problem Solving Project Report & Presentation with questioning

As part of EPA the apprentice must produce a report on the workplace problem solving project and conduct a presentation of the report to an EPA panel followed by questioning. Where the apprentice was contributing to the project work of a wider team the report must focus on the apprentice's contribution, which will then be tested in the EPA through the presentation with questioning. The employer must confirm the project report is the apprentice's own work. The project report must cover, but need not be limited to:

1. Problem definition and data analysis
    a. Analysis of the problem using techniques such as root cause analysis
    b. Analysis of scientific information, workflow data and other relevant laboratory data pertinent to project.
2. Problem solving method
    a. laboratory techniques or / and scientific method selected
    b. analysis of data produced from application of the selected techniques, including the use of any company software packages
    c. selection criteria and justification for chosen techniques.
3. Problem solution
    a. Presentation of workplace problem solution with supporting data
    b. Reporting of the results (actual or predicted) of implementation of the workplace problem solution
    c. Description of resources involved, constraints and risks.
4. Business impact, results, and conclusions
    a. Predicted or actual business impact data
    b. Conclusions drawn including personal reflection on the project scope and definition.

The project report must be submitted to SIAS two weeks prior to the agreed panel assessment date. It should be a maximum of 3,000 words inclusive of main text, figures, tables, and boxes but not including references. It should be submitted as a pdf document.

The report will be reviewed by the independent assessor. The independent assessor may seek clarification from the technical expert on any of the science, technology or business contexts that are referenced in the report. The independent assessor will decide if the report meets the above criteria before the presentation to the EPA panel can be undertaken.

Presentation of Workplace Problem Solving Project Report to EPA Panel

The apprentice will be required to present their project report to the assessment panel. The presentation should focus on the practical application of the science that underpins the project and the conclusions of their work. Apprentices are free to select the format for the presentation. The apprentice may choose to use presentation aides, such as PowerPoint, multimedia, and video. The formal presentation will then be followed immediately with a

structured discussion. Each apprentice will be formally interviewed by the assessment panel regarding their project on these themes:

- Their understanding of the principles of laboratory techniques relevant to the project.
- The analysis, interpretation, and presentation of their results.
- Their recommendations and how these might benefit the business.
- Their use of personal and professional skills to support delivery of the project plan.

The independent assessor will select and ask four questions from a bank of standardised competency-based questions to ensure a consistent approach is adopted. The independent assessor or the technical expert may ask follow-up questions to seek clarification where required. The presentation and structured discussion will be collectively assessed against the knowledge, skills and behaviours as outlined in Appendix 3.

The presentation will typically last 20 -30 minutes and the discussion 45-60 minutes; together they must be no longer than 90 minutes.

A full list of the assessment rules can be found in the assessment plan.

Vocational Competence Discussion

Apprentices will take part in a vocational competence discussion with an independent assessor. The purpose is to determine the extent to which the apprentice understands the requirements of his / her role as defined by the standard. There will be a question bank of eight categories of competence-based questions. The categories are:

- Use of the appropriate scientific techniques, procedures, and methods of relevance to the activities of the laboratory.
- Reporting results, considering the importance of accuracy, precision and recognising trends.
- Compliance with the quality standards, safe working practices, environment, and risk management systems relevant to the workplace.
- Compliance with the internal and external regulatory environment pertinent to the science sector.
- Compliance with business rules pertaining to record keeping, traceability & confidentiality and quality systems.
- Contribution to the development of new processes and methodologies and support of their implementation as part of a wider team.
- Continuous performance improvement & handling change, adjusting to different conditions, technologies, situations, and environments.
- Impact of work on others.

The independent assessor will select one question for each of the categories from the EPAO's question bank. The apprentice must answer each question with examples from their own practice. Examples of these questions are as follows:

- Describe what constitutes the quality management system in which your organisation operates and the role you play within it.
- Describe your role and the tools you use to contribute to reporting of data and how the integrity of data is ensured within the laboratory.
- Describe what 'good practice' is applicable to your organisation in relation to compliance with business rules pertaining to record keeping, traceability & confidentiality and quality systems.

- Explain how you handle change and the steps you need to take to adjust to different conditions, technologies, situations, and environments.

The VCD must:

a. be in the format of a 1:1 discussion with the independent assessor; this may be via video-conferencing.

b. comprise 8 questions one from each of the 8 categories listed above

c. typically, last 2 hours up to a maximum of 2 hours and 15 minutes.

d. take place in a room, free from distractions with no other people present except quality assurance personnel where required

e. be documented and recorded electronically. Where it is not possible to use electronic equipment because of site restrictions this must be agreed in advance with SIAS, and an alternative venue should be used.

The apprentice may bring along their vocational competence evaluation log and evidence referenced in it to refer to during the VCD.

A full list of the assessment rules can be found in the assessment plan.

Moderation

Assessment organisations will undertake moderation of independent examiner and technical experts' decisions through observations and examination of documentation on a risk sampling basis, i.e., a minimum of 20% for experienced examiners / technical experts and 100% for new examiners / experts or where inconsistencies have been identified or where the technical expert has been recruited from the employer due to site requirements. Results cannot be confirmed until moderation has been completed.

Re-takes / re-sits

Apprentices who fail an EPA method(s) will be offered the opportunity to take a resit / retake. The employer will need to agree that a re-sit / re-take is an appropriate course of action. Any EPA component re-sit / re-take must be taken during the maximum 3-month EPA period; otherwise, the entire EPA must be retaken. They are not offered to apprentices wishing to move from pass to distinction. Re-sits / re-takes will not be awarded a grade higher than pass, unless the EPAO determines there were exceptional circumstances accounting for the fail. Apprentices should have a supportive action plan to prepare for the re-sit / re-take.

Final Grade

Performance in the EPA will determine the apprenticeship grade – fail, pass or distinction. A fail will be awarded where the apprentice fails one or more assessment method. A pass will be awarded to individuals that achieve a pass or distinction in both assessment methods. A distinction will be awarded to individuals that achieve a distinction in both assessment methods. The independent assessor will combine the results from each assessment method to determine the EPA / apprenticeship grade. Both assessment methods will have equal weighting in determining the final grade. Grades will not be confirmed until after moderation.

Certification

The outcomes from the end-point assessment will be reviewed and a grade conferred by SIAS in accordance with SIAS QA procedures, which are available from SIAS. SIAS will notify the employer of the outcome of each of the assessments.

SIAS will apply for the apprentice's certificate, which will be sent to the employer. The certificate confirms that the apprentice has passed the end-point assessment, has demonstrated full competency across the standard and is job-ready.

Assessment Specification

The assessment specification can be found in the published assessment plan for the standard. Details of which elements of the apprenticeship standard will be tested by each test are given in the Core Competencies section of this document

Core Competencies

KEY:	
Workplace problem solving project report & Presentation & Discussion	WPR / PD
Vocational Competence Discussion	VCD

Apprenticeship Standard KSB		TEST
Ref	**Knowledge:**	
1	The principles of non-complex laboratory techniques and scientific experimentation and how to contribute to the development of tech	WPR / PD
2	A theoretical knowledge of chemistry or life sciences plus specialised science and technology relevant to the job role.	WPR / PD
3	The requirements and significance of reporting results, considering the importance of accuracy, precision and recognising trends.	WPR / PD VCD
4	How to use mathematical concepts and techniques: units, dimensions, exponentials logarithms and elementary probability and basic statistical analysis relating to sampling and data to evaluate results.	WPR / PD
5	The basic principles and procedures of project management: project plan, project timeline & milestones, risk log, outcome reviews, product definitions and product owners, key performance measures, action logs, project documentation, project budgets and how to contribute to project plans with other team members.	WPR / PD
6	How to comply with business rules pertaining to record keeping, traceability & confidentiality and quality systems.	VCD
7	The internal and external regulatory environment pertinent to the science sector and how to comply with regulations.	VCD
8	The business environment in which the company operates including personal role within the organisation, ethical practice, and codes of conduct.	VCD
	Skills:	
9	Perform laboratory-based investigations and basic scientific experimentation using the appropriate scientific techniques, procedures, and methods of relevance to the activities of the laboratory.	WPR / PD VCD
10	Comply with the quality standards, safe working practices, environment, and risk management systems relevant to the workplace.	VCD
11	Explain the main concepts of the scientific principles according to the literature applicable to the laboratory-based techniques and scientific experimentation used in the laboratory.	WPR / PD
12	Contribute to the development of new processes and methodologies and support their implementation as part of a wider team.	VCD

Apprenticeship Standard KSB		TEST
13	Work with minimal supervision to produce and analyse scientific data and present the results of laboratory work and problem solving clearly and concisely in written and oral form	WPR / PD
14	Use computer-based data analysis tools including spreadsheets and relevant company software packages.	WPR / PD
15	Plan and prioritise own tasks, review and evaluate progress against objectives and project plans as part of a wider project team.	WPR / PD
16	Contribute to recommendations on the appropriate workflows, improvements, or scientific solutions to meet the requirements of internal or external customers.	WPR / PD
17	Find solutions to routine and non-routine problems and contribute to developing solutions to complex problems using techniques such as root cause analysis.	WPR / PD
18	Contribute to continuous performance improvement within the scientific and technical environment.	VCD
19	Communicates effectively using a full range of skills: speaking to a scientific and non-scientific audience, active listening, professional writing, and scientific presentation.	WPR / PD
20	Works with minimal supervision and interacts effectively within a wide, scientific team.	WPR / PD
21	Manages time effectively, being able to plan and complete work to schedule with thoroughness with attention to detail.	WPR / PD
	Behaviours:	
22	Demonstrates reliability, integrity, and respect for confidentiality on work related and personal matters, including appropriate use of social media and information systems.	VCD
23	Takes account of the impact of work on others, especially where related to diversity and equality.	VCD
24	Handles and responds positively to change, adjusting to different conditions, technologies, situations, and environments.	VCD
25	Takes responsibility for personal development with ability to observe and communicate observations on own learning.	WPR / PD

Workplace Problem Solving Report & Presentation & Discussion Assessment Criteria

KSB	Assessment Element	Fail	Pass	Distinction
5 15 21	**Project scope, planning, management & resources, linked to underpinning scientific theory**	Lack of clarity on project scope and boundary definition ill-defined little demonstration of effective planning, management, and resource allocation. Scope shows limited evidence of links to underpinning scientific theory	Project scope and boundaries clearly defined to the workplace context of the project. Providing clear project plan and predicted timescales showing consideration of resources. Evidence of systematic evaluation of project progress. Scope shows evidence of links to underpinning scientific theory	The project scope and boundaries are defined to allow predicted and unforeseen benefits of the solution to be realised. Explanation of management of project risk and mitigating actions. Scope demonstrates high level of understanding of underpinning scientific theory
3 4 13 14	**Data analysis, use of information technology,**	Misinterprets data and uses inappropriate statistical tools to analyse data, results show data inaccuracies and lack of detail	Data analysis using at least one appropriate statistical tool or analytical technique. Use of calculations pertinent to project such as probability distributions, significance testing & confidence limits. Provides detailed results with few inaccuracies.	Well-structured and systematic data analysis using at least one appropriate advanced statistical tool or technique such as regression & correlation. Precise reporting of detailed results with trends clearly documented.
1 9 11 17	**Problem solving & selected scientific techniques**	Unstructured approach to problem solving and no evidence that selected scientific techniques link to desired outcome	Clear approach to problem solving with evidence of linking selected scientific techniques to desired outcome	Approach to problem solving uses root cause analysis in support of selected scientific techniques that is clearly linked to desired outcome.
16	**Drawing conclusions, impacts on business and application to wider science industry**	Inapposite conclusions based on misinterpretation of data, published reference materials and data and lack of consideration of business and wider science industry. Little evidence of links to customer requirements.	Reasoned conclusions based on appropriate data analysis and consideration of business and wider science industry with clear mapping to customer requirements.	Clearly defined conclusions leading to logical recommendations for future projects that reflect a comprehensive understanding of customer requirements. Conclusions drawn including

KSB	Assessment Element	Fail	Pass	Distinction
				personal reflection on the project scope and definition and future longer-term business, wider science industry benefits
1 2	**The scientific principles of the laboratory techniques**	Difficulty conveying the scientific principles of the laboratory techniques considered and selected	Clear communication of the scientific principles of the laboratory techniques considered and selected and their relevance to the laboratory activities.	Able to respond to challenge and critiques of the laboratory techniques considered and selected.
13 14	**Data analysis and interpretation of results**	Poor explanation of data analysis and interpretation of results	Clear explanation of data analysis and interpretation of results	In depth explanation of data analysis and interpretation of results clearly demonstrates understanding of the links to the scientific principles
17	**Project Recommendations**	Unable to explain recommendations based on conclusions	Recommendations for immediate next steps for project justified with reference to conclusions	Logical recommendations for future new projects or extensions to the project scope linked to project conclusions
19	**Presentation**	Unable to effectively present technical project elements and personal viewpoints	Confident, articulate presentation. Able to respond to technical questioning with ability to respect opinion of others	Proactively seeks feedback to improve analysis and personal performance
20 25	**Use of personal / professional skills**	Overall approach to project does not demonstrate use of personal / professional skills and good working practices within the context of the work-based project activity	Overall approach to project demonstrates use of personal / professional skills and good working practices within the context of the work-based project activity	Builds working relationships with team members and other group members. Demonstrates creative thinking to resolve obstacles and recommends improvements based on personal experience

A pass will be awarded where the apprentice meets pass expectations for all workplace problem solving report & presentation elements.

A distinction will be awarded where the apprentice meets distinction expectations for all Workplace Problem Solving Report & Presentation elements.

VCD Assessment Criteria

KSB	Assessment Element	Fail	Pass	Distinction
9	Use of the appropriate scientific techniques, procedures, and methods	Cannot explain how appropriate relevant scientific techniques, procedures and methods are selected	Can explain how appropriate relevant scientific techniques, procedures and methods are selected. Supports explanation with example from own practice	Can explain how selection of appropriate relevant scientific techniques, procedures and methods impacts on the business. Supports explanation with example of impact on the business
3	Reporting results	Cannot explain the organisation's requirements and the significance of reporting results	Can explain the organisation's requirements and the significance of reporting results and demonstrates understanding of the importance of accuracy, precision and recognising trends with example from own practice	Can explain the consequence on the business of not considering the importance of accuracy, precision and recognising trends in own practice
10	Compliance with the quality standards	Cannot explain the application of quality standards within own work	Can explain the impact on own role of applying quality standards in the workplace and linkages to safe working practices and compliance with risk management systems. Supports explanation with example from own practice	Can explain how the application of quality standards impacts on the wider business. Supports explanation with example of impact on the business
7	Compliance with the internal and external regulatory environment	Cannot explain impact of compliance with internal and external regulation on own role	Can explain impact of compliance with internal and external regulation on own role. Supports explanation with example from own practice	Can explain how compliance with internal and external regulation impacts on the wider business Supports explanation with example of impact on the business
6	Compliance with business rules pertaining to record keeping, traceability &	Cannot explain good practice in record keeping and data integrity.	Can explain good practice in record keeping and data integrity. Shows understanding and use of	Can explain how good practice in record keeping and data integrity impacts on the wider business

KSB	Assessment Element	Fail	Pass	Distinction
	confidentiality and quality systems.	Does not demonstrate understanding of rules pertaining to traceability & confidentiality.	rules pertaining to traceability & confidentiality. Supports explanation with example from own practice	Supports explanation with example of impact on the business
12	Development of new processes and methodologies	Cannot provide an example of own contribution to the development of new processes and methodologies	Can provide an example of own contribution to the development of new processes and methodologies Supports explanation with example from own practice	Can explain how own contribution to the development of new processes and methodologies impacted on the business
18 24	Continuous performance improvement & handling change	Cannot provide an example of own contribution to continuous performance improvement Unable to explain the steps taken to adjust to different conditions, technologies, situations, and environments.	Can provide an example of own contribution to continuous performance improvement and explain the steps taken to adjust to different conditions, technologies, situations, and environments. Supports explanation with example from own practice	Can explain the consequence on the business of not taking the steps needed to adjust to different conditions, technologies, situations, and environments.
22 23 8	Impact of work on others	Cannot provide an example of demonstrating reliability, integrity & consideration of the impact of work on others and understanding of business environment, ethical practice, and codes of conduct	Can provide an example of demonstrating reliability, integrity & consideration of the impact of work on others and understanding of business environment, ethical practice, and codes of conduct	Can explain how reliability, integrity & consideration of the impact of work on others and understanding of business environment, ethical practice, and codes of conduct impacts on the business

Fail = fails to meet pass standard for any discussions area

Pass = achieves pass standard for all discussion areas

Distinction = achieves distinction in all discussion areas

Further Information

For information about SIAS policies, quality assurance, re-sits, appeals, complaints and general enquiries please see our website: **www.siasuk.com**

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