

Understanding the Improvement Leader (ST0556) End Point Assessment

- This document was assembled based on the ST0556 Standard and the ST0556 Assessment Plan
- It does not contain any information about the way in which Advanced Analytics Solutions carry out assessments
- So far as we are aware, information in this document would apply equally to ST0556 assessments carried out by any approved End Point Assessment Organisation

Agenda

Our plan for this morning

- Introduction to Advanced Analytics Solutions
- What is an Improvement Leader?
- Review of the Assessment Plan – high level
- Difference between Dissertation and the Professional Discussion
- Format and presentation of the Dissertation
- Format and presentation of the Professional Discussion
- Some thoughts on “Assess...” and “Create a strategy...” type assignments
- The training video
- Q&A

A bit about us ...

- We are unique in our delivery – we stick to what we know
- Why are we unique?
 - Other organisations typically use less well qualified and experienced people; our team are all experienced Lean Masters and Lean Six Sigma Master Black Belts (with an average of more than 10 years' consulting experience at this level) with certification from reputable blue-chip companies and consultancies such as Ford, Honeywell, Motorola and Accenture.
 - We are not just an assessment house, we are management consultants who specialise in this niche and have done this at multiple clients over decades.
 - We are one of VERY few Lean/Six Sigma providers to be regulated by both Ofsted for Training Delivery and Ofqual for Awarding of Qualifications

Here's what Ofsted said about us: [They] have developed a curriculum that is ambitious and responsive to employers who look for ways to improve their businesses. They work closely with employers to tailor and sequence the apprenticeships to support their specific skills and business needs. For example, [they] have designed the curriculum to include a variety of activities and topics, such as leadership workshops, projects on emerging business challenges, or management units that drive improvements in business processes. As a result, [they] ensure that courses meet the bespoke needs of their employers' industry. Highly qualified trainers have extensive and current industry experience in business and management improvement sector areas. [They] support trainers to keep up to date with teaching and assessing practices through links with universities, where they teach degrees and take part in research activities. Consequently, [participants] benefit from high-quality, relevant and industry standard training.



Who else uses us – a sample of some recent training and consulting activities

We are the EPAO of choice for the leading training providers in our field



Design and delivery of Lean Master Programme and Six Sigma deployment. Led a mission-critical improvement program on safety in Clinical Trials



Redesign and relaunch of corporate Lean Six Sigma Training programme. Wrote and delivered GB and BB training.



Value Stream Mapping for seasonal flu vaccine



Level 6 Improvement Leader training and coaching



Design and develop Lean transformation methodology including behavioural change



Lean Six Sigma Level 6 Improvement Leader training and coaching



£42m of validated savings through Lean Six Sigma Programme



Design and delivery of Improvement Apprenticeship Programme



Operations Transformation and Black Belt Training



Delivery of "Workout" facilitator training for Sellafield Sites (Capenhurst)
Delivery of multiple L6 Improvement Leader apprenticeships Sellafield site

The partners – augmented by a team of similarly skilled, trusted operators

David Hampton
Partner



David, a certified Lean Six Sigma Master Black Belt, has worked as a senior consultant for over 20 years, advising client teams implementing Operational Excellence and Data Science with a focus on rapid, tangible results. He has extensive experience in training and coaching up to Master Black Belt level, as well as deployment and change management.

David has consulted with a wide range of companies, especially in the discrete manufacturing and Pharmaceutical sectors.

Michael Akers
Partner



Mike, a certified Lean Six Sigma Master Black Belt, has worked as a senior consultant for over 20 years at the sharp end of leading and improving Operations across manufacturing, design, supply and service.

He has experience in training and coaching up to Master Black Belt level as well as deployment leadership experience.

Mike has worked in a diverse field covering Law Enforcement, Nuclear, Defence, Healthcare and Public Sector fields.

- At Level 6 we use partners only as assessors – whoever your assessor is they need the experience at that level of operational practice, ask to see their MBB certificate!

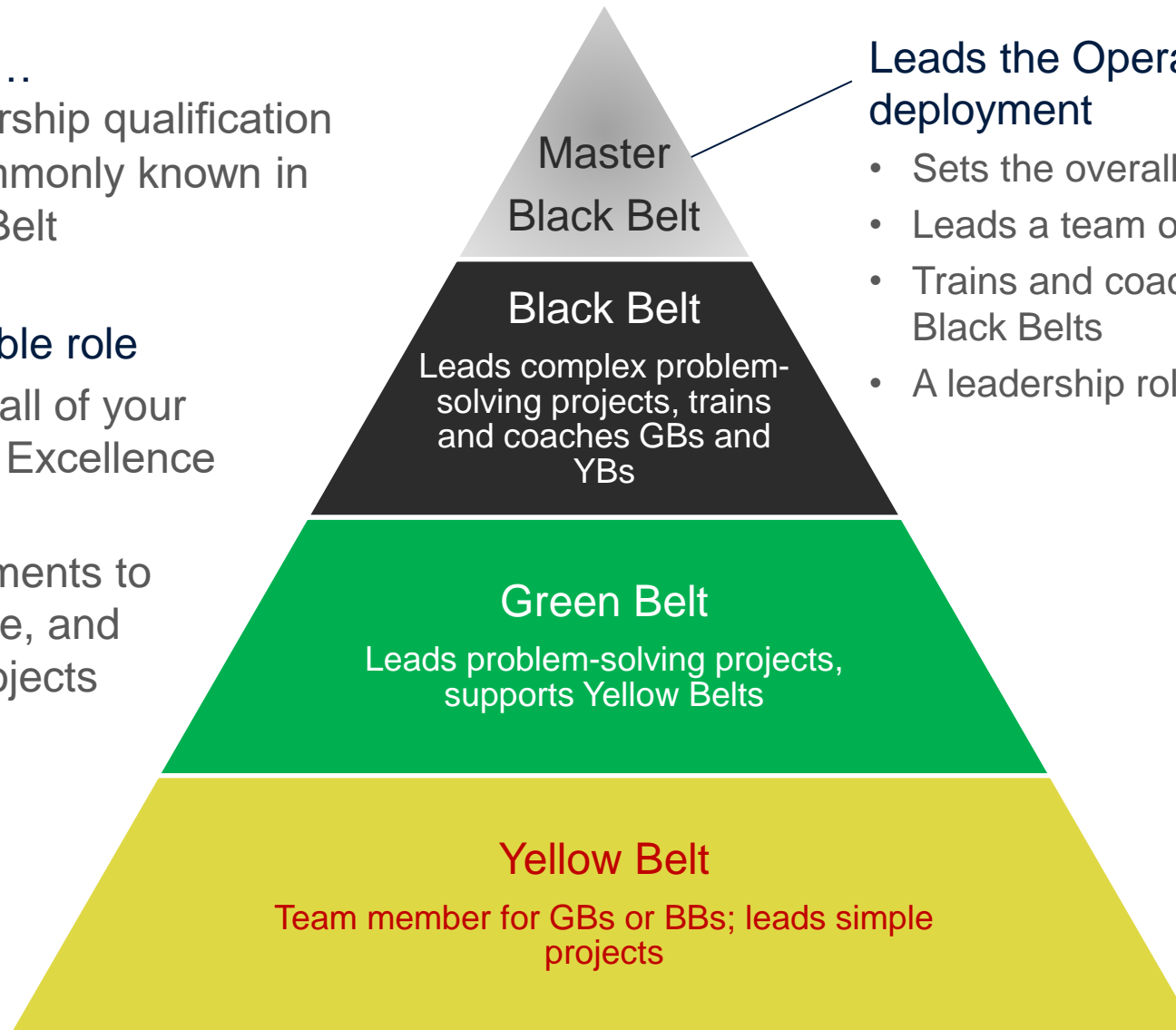
What is an Improvement Leader?

Don't be fooled by the name...

... this is not a general leadership qualification
... it is a specialised role commonly known in industry as Master Black Belt

You will need to be in a suitable role

- Typically, leading some or all of your organisation's Operational Excellence deployment
- This supports your assignments to plan and implement change, and coach people with their projects



Leads the Operational Excellence deployment

- Sets the overall direction
- Leads a team of Black Belts
- Trains and coaches Black Belts and Green Black Belts
- A leadership role

Review of the Assessment Plan

Key things that the Assessment Plan explains:

- The format of the End Point Assessment
 - A dissertation, a professional discussion and recording a training video
- What is covered by the Dissertation
- What is covered by the Professional Discussion
- What are the criteria for a Fail, Pass, Merit or Distinction for each of the KSBs
 - These are detailed (14 pages) and explicit (everything is clearly defined)

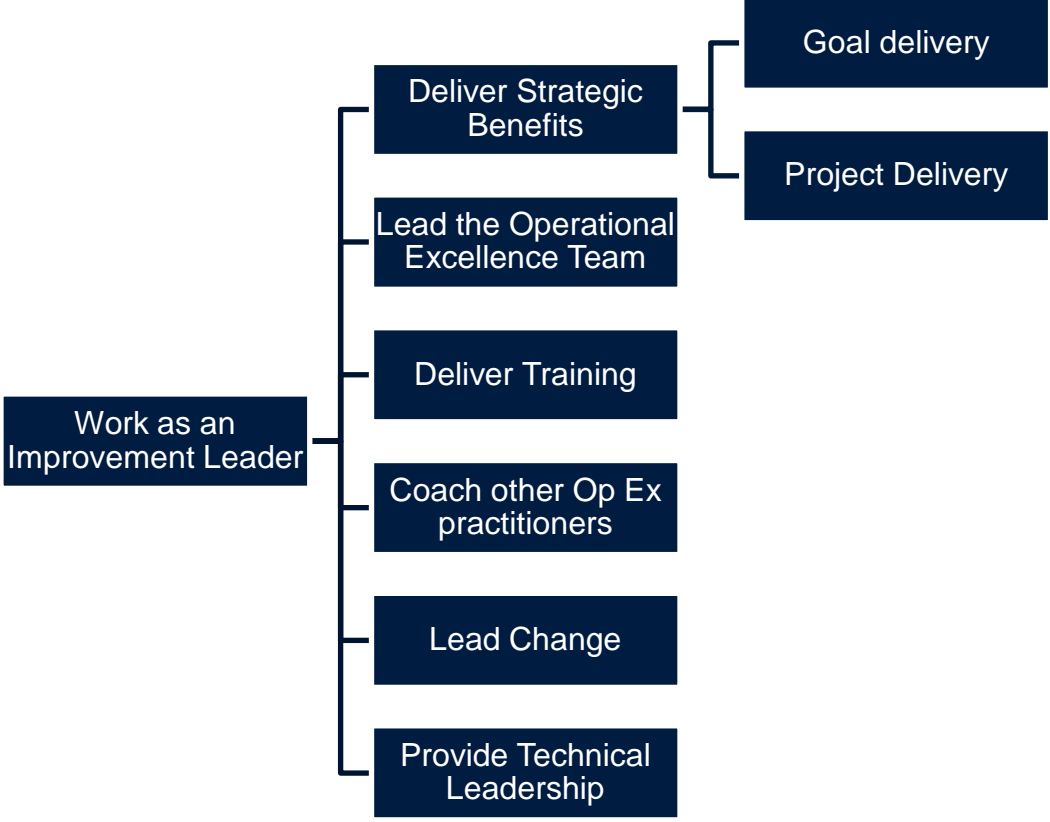
The Assessment Plan is the Assessor's instruction manual



Adobe Acrobat
Document

The Role of an Improvement Leader

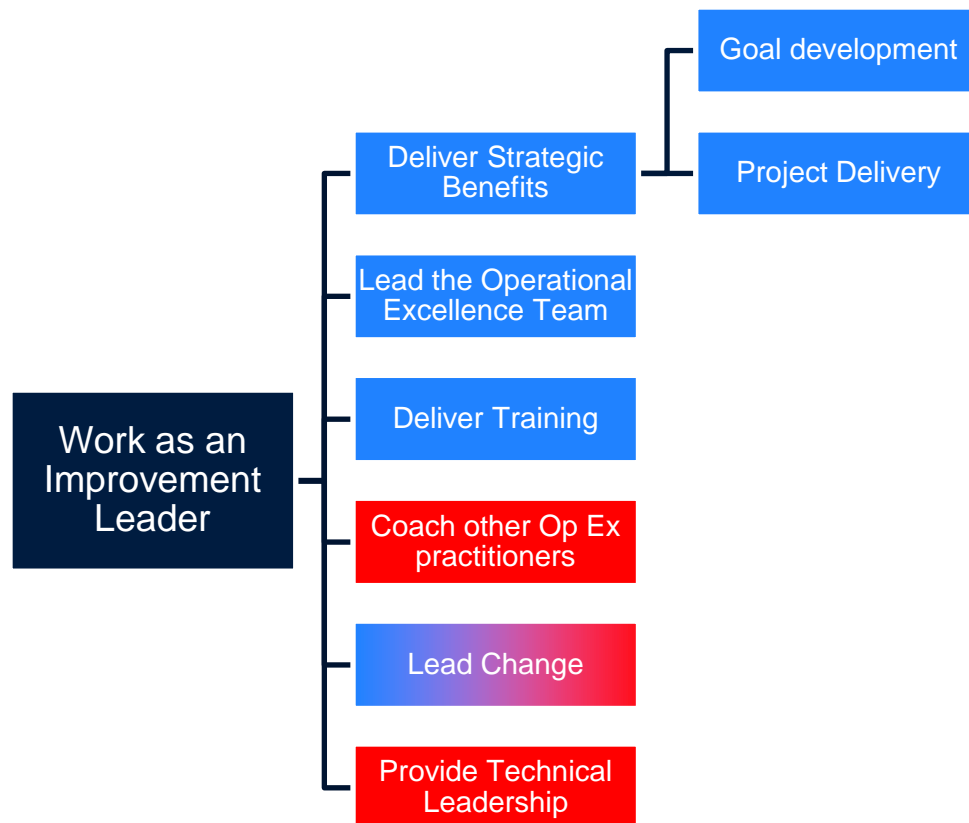
An Improvement Leader is broadly equivalent to a Master Black Belt. Such individuals can have a wide variety of roles, but their work generally breaks down into a few general categories:



With this in mind, we can see that the knowledge and skills needed to be a successful Improvement Leader are quite varied. This is reflected in the Improvement Leader Standard.

How Improvement Leaders are Assessed

- Improvement Leaders are assessed through a Dissertation based on the development and deployment of improvement strategy in their business (with presentation and questioning) and a Professional Discussion (PD). There is no exam.
- Mapping the Knowledge and Skills elements to the role of an Improvement Leader we can see a clear theme below.
 - Strategic elements (delivering results, leading the Op Ex team and training) are covered by the dissertation (green, below)
 - Technical elements are covered by the professional discussion (red, below)
 - Leading change is included in both, however



Dissertation

- K1, K2, K4, S1, S5, S13, S17
- K5, K6, S2, S10
- K3, S3
- S4

Professional Discussion

- K5, S6, S7, S9, S11, S12, S14, S15, S16, S18, S20
- S13, S22, S23
- K7, K8, K9, S19

There are actually 3 parts to the Dissertation element

| The dissertation | The presentation | The questioning |
|---|--|--|
| <p>This is a formal, written document, probably created in Word or other similar word processing software.</p> <p>The main body of the dissertation must be 4,000 to 4,500 words. In academic writing a $\pm 10\%$ of word count is normally permitted and your cover sheet should declare your word count.</p> <p>A summary and appendices must be included, additional to the word count. The summary must be a concise one-page of A4, visual, and follow the principles of 'A3 Thinking'.</p> <p>Appendices must contain supporting evidence, such as meeting minutes, extracts from business strategy, key performance indicator dashboards, risk log and organisation charts (not included in the word count).</p> <p>The dissertation must focus on the <u>development and deployment of improvement strategy</u> in your business.</p> | <p>This is a summary presentation of the contents of the dissertation and must be delivered by the apprentice to an assessor and employer technical expert.</p> <p>Apprentices can use presentation aides as they see fit e.g. PowerPoint, A3 posters, handouts but any technology requirements must be arranged with the EPAO ahead of the day of the presentation and questioning components.</p> <p>The presentation must be 45 to 50 minutes in duration and outline the focus of the dissertation, approach, outcomes and evaluation.</p> | <p>The presentation will be followed by questioning lasting 35 to 40 minutes.</p> <p>Questions, including follow up if required, will be devised by the assessor based on the dissertation and presentation observed.</p> <p>Apprentices may refer to their dissertation and/or presentation materials in answering the questions.</p> |

Suggested structure – main body

| Section | Contents |
|----------------------|--|
| 1. Title page | States the name of the apprentice and the dissertation title as well as date of submission, declares the word count. Simple employer branding such as logo only. |
| 2. Exec Summary | Summarizes the entire dissertation, comprises of a start, middle and end. Enables readers to get the gist of the dissertation without having to read the whole document. About 300 words – not included in the word count. |
| 3. Introduction | Explains background to the work, should describe the initial state. Why was this work undertaken? What were the desired benefits? About 500 words. |
| 4. Literature review | Describes the key models and theories on which this work rests with reference to appropriate authors and shows that the apprentice has read beyond the training provider materials, all references should be cited correctly. Over about 800 – 1000 words this should cover <ul style="list-style-type: none"> • key strategic models such as Hoshin Kanri and competitiveness (addressing K1) • Continuous improvement approaches such as Lean, Six Sigma, Theory of Constraints, 8D etc (addressing K4) • people based theories such as hierarchy of needs, change management, influence etc (addressing K3 and S3) • project management theories such as gateway management, Gantt charts etc (addressing K6 and S10) |
| 5. Aims & Objectives | There is a clear distinction between aims and objectives. Aims are statements of intent. They are usually written in broad terms. They set out what you hoped to achieve at the end of the work. Objectives , on the other hand, are specific statements that define measurable outcomes, e.g. what steps were taken to achieve the desired outcome. About 250 words. |
| 6. Methodology | This section shows what the plan was, what actually got done, who took part, what you learned, your reflections. You will address here S17, S21, S4, S1, S5, S8, S3, S10 and K6. About 1000 – 1200 words |
| 7. Results | Here you should state what was actually achieved. What were the benefits of the work in tangible and intangibles (addressing K2 and S2)? What didn't get done and what impact did it have on the work? About 1000 words. |
| 8. Conclusions | Did you achieve your end goals, what key learning points are there? About 400 words. |

Suggested structure - appendices and references

| Section | Contents |
|----------------|---|
| 9. Appendices | <p>The appendices should contain useful background information that you want to share with the assessor but isn't central to your work.</p> <p>Appendices should contain supporting evidence, such as meeting minutes, extracts from business strategy, key performance indicator dashboards, risk log and organisation charts</p> <p>The appendices are not included in the word count but do not hide excess word count here. If the information is central to your work, then it should be in the main body of the dissertation.</p> |
| 10. References | <p>A list of your reference material in alphabetically ordered, Harvard style referencing.</p> <p>Not included in the word count.</p> |

Suggested Layout – keep it tidy by starting each new section on a new page

Cover Page

Not included in word count

Exec summary

Not included in word count

Table of contents, list of figures, list of tables

Not included in word count

Introduction

Page 1

Content section

Page x

Content section
Add as required ...

Page x

Appendices

Page x

Not included in word count

References

Page x

Not included in word count

Format of the Professional Discussion

The Professional Discussion requires the apprentice to submit a portfolio of evidence aligned to the Knowledge, Skills and Behaviours defined in the Standard.

- The evidence could be in the form of a text document or a slide presentation
- The meeting lasts 2 hours to 2 hours 20 minutes and involves a mixture of presentation by the apprentice and competency-based questions from the Assessor.
- The Assessor's questions are designed to enable them to make a sound assessment against the grading criteria laid out in the Assessment Plan
- The design of the Professional Discussion is quite similar, therefore, to the approach used in ST0555.

Some thoughts on “Assess...” and “Create a strategy...” type assignments

There are numerous assignments that contain wording such as:

- Assess the effectiveness of...
- Make recommendations on how...
- Develop a strategy for...

A common-sense approach:

- These tasks require you to take a step back and do some evaluation of performance compared to needs
‘Assessing’ implies comparing something to an expected standard. Typical steps could be:
 - Determine how well the needs of the organisation are currently met
 - Identifying opportunities for improvement
- ‘Developing a strategy’ is similar but suggests you are also setting the goal. Typical steps could be:
 - Determining what the organisation needs (or will need in the future)
 - Assessing how well current performance meets those needs
 - Creating an action plan for closing the gap
- You might want to use a standardised approach to help you tackle these assignments
 - It’s not mandated in the assessment plan but it could make life easier for you

The training video

Broadly the same as for the Level 5 Improvement Specialist standard;

- The portfolio of evidence must also include evidence relating to the preparation and delivery of a training session which can have been delivered during the on-programme phase of the apprenticeship with Level 5 learning outcomes linked to one or two improvement topics
- The training session must cover a subject selected from the following list: Project and Change Management, Lean Principles and Tools, Measurement System Analysis and Data Collection Planning Graphical Analysis and Statistical Analysis, Data Transformation and Process Capability, Experimentation, Optimisation and Modelling, Failure Mode Avoidance
- The training session must be delivered to a group of Level 5 delegates in their normal working environment and last 45-50 minutes in duration

The training video – where apprentices get into difficulty

- Training delivered that does not have Level 5 outcomes
 - Use the L5 assessment plan to identify the learning outcomes
- Doesn't cover one of the subjects from the list
- Video isn't long enough – must be 45 – 50 minutes, continuous
- No delegate feedback provided
- No training materials provided
- Apprentice delivers the Training Provider's standard slide material
- The apprentice doesn't have to be good at training, but they do need to deliver technically correct material in a logical order

The training video is assessed as part of the overall assessment, not separately, but does have to meet the requirements of the assessment plan



Advanced Analytics  **Solutions**