Project Report
guidance for Apprentices
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1. **Introduction**

Your Project Report is the final element of your apprenticeship. You are required to respond to a series of critical and evaluative Challenge Questions which are based around your own recent work experience. Your apprenticeship will need to have a duration of at least 12 months to comply with government funding rules and it is anticipated that apprentices will typically complete their apprenticeship in 36 months although this may vary due to prior qualifications and relevant work experience. These will allow you to demonstrate you have achieved competence in skills and behaviours.

The Project Report requires you to critically evaluate the organisation you work for and its business model, providing a current insight into the business challenges within your organisation and how the organisation meets these challenges. It also requires you to summarise your own job role and the impact of your role within the organization. You should critically evaluate the benefits of acquiring the knowledge, skills and behaviours assessed in the Strategic Business Leader exam and gained during your apprenticeship, assessing their relevance to your role to date and noting any lessons learned. The Project report also requires that you provide a systematic analysis of the professional skills and behaviours you have gained in your training, reflecting on which of these will make you a more effective employee and help plan your future continuing professional development (CPD) and career progression. And finally it requires you to critically evaluate which of the behaviours that you have demonstrated are most important for you personally and professionally, for the organisation you work for and also in the wider interests of stakeholders, including the public interest.

2. **Completion of the Project Report**

You must enter your name and student registration number and your main employment history details into a copy of the table shown in Table 1. For many apprentices, there may only be one employer. However, please remember to include all employers from which you have obtained relevant work experience from during your apprenticeship and details of the person who acted as your practical experience supervisor in each placement. If you remained at one employer in the period, but had more than one supervisor, please provide all the details. This allows ACCA to verify, if required, your demonstration of competence, at each employer.

There is likely to be a focus on the final 12 months of the apprenticeship in order to ensure the work experience undertaken is at a sufficient level of complexity to meet the Level 7 competencies. The Project Report may be completed flexibly depending on when you have time or are provided time by your employer, and as you consider and reflect on your work experience.

Therefore it is neither possible nor advisable to prescribe how long it might take to complete the Project Report as it will vary for each apprentice. The Project Report will be the final element of your End-point-Assessment; you will already have sat the Strategic Business Leader examination when it is being completed.

Table 1 shows the information you must supply when submitting your Project Report.
## Student and practical experience supervisor details

**Table 1: Apprentice and employment details**

<table>
<thead>
<tr>
<th>Organisation(s) Name(s), and type(s) (Sector and purpose):</th>
<th>Job title and brief summary of duties and responsibilities</th>
<th>Dates to/from</th>
<th>Practical experience supervisor(s) name, professional qualification(s) telephone number and email address</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

**Apprentice name:**

**Apprentice contact details:**
To ensure that the Project Report and individual responses are all the apprentices’ own work, validation can be provided by the employer and, if required, the Professional Body can check the Project Report against the detailed practical experience records held as part of the qualification process and may use plagiarism detection software. The Project Report includes all the skills and behaviours identified in the Level 7 Accounting / Taxation Professional Accountancy Standard.

There are a number of skills and behaviours to cover in the Project Report. These are detailed in Table 2b (skills) and Table 2c (behaviours). Each skill or behaviour has outcomes or elements associated with it taken from the L7 Accounting / Taxation Professional Accountancy Standard. To be deemed competent the Independent Assessor(s) needs to be satisfied that your Project Report and any evidence you provide verify clearly that you have demonstrated all the skills and behaviours included within the Level 7 Standard during your apprenticeship. Where it is not possible for confidentiality reasons to include all necessary evidence in the form of original documents, you must give specific examples of work carried out to allow the Independent Assessor(s) to establish the attainment of any skill or behaviour and to be able to verify your competence. In writing your Project Report, you are primarily addressing the overall description of the skills and behaviours, but you will need to refer to the constituent elements of each skill or behaviour to help you address these within your Project Report adequately.

In Table 2a are the Challenge Question requirements. Tables 2b and 2c are the details of the skills (2b) and behaviours (2c) to be covered from the Standard. The table also includes references to the Strategic Business Leader syllabus. Skills and behaviours will be addressed within the challenge questions, however it is not expected that every skill and behaviour will be addressed in every challenge question. However each skill and behaviour needs to be demonstrated overall somewhere in the Project Report to the required level of competence (for more details see Section 5).
## Challenge questions

Prepare a report responding to the following challenge questions. The report is made up of four parts. Each part must be at least 700 words and no more than 1,000 words. Your report should be structured to include:

- Background and context to the scenario identified in the challenge questions
- A description of your role, responsibilities and of the actions within the specific scenario of the challenge questions
- An evaluation of the particular professional skills and behaviours used and developed in the context of the scenario used for the challenge questions
- A critical examination of the lessons learned.

The overall Project Report should be no more than 4,000 words in total.

### Part 1: Challenge question 1
Critically evaluate the organisation you work for and its business model, providing a current insight into the business challenges within your organisation and how the organisation meets these challenges. Summarise your own job role and the impact of your role within the organisation.

### Part 2: Challenge question 2:
Critically evaluate the benefits of acquiring the knowledge, professional skills and behaviours assessed and gained during your apprenticeship, assessing their relevance to your role to date and noting any lessons learned.

### Part 3: Challenge question 3:
Provide a systematic analysis of the professional skills and behaviours you have gained in your training, reflecting on which of these will make you a more effective employee and help plan your future continuing professional development and career progression.

### Part 4: Challenge question 4:
Critically evaluate which of the behaviours you have demonstrated are:

(i) most important for you personally and professionally,
(ii) for the organisation you work for and
(iii) in the wider interests of stakeholders, including the public interest.
Table 2b: Project Report (skills)

The tables below are designed as follows: The first column gives the title of the overall skills or behaviours as required by the L7 Accounting / Taxation Professional Accountancy Standard; the second column gives a description of the skill or behaviour and the third column lists the elements that would make up an overall objective. The fourth column shows where these are assessed in the Strategic Business Leader syllabus. All skills and behaviours should be covered by the Project Report.

**Tick the box to show which question demonstrates the required skill or behaviour**

<table>
<thead>
<tr>
<th>Performance objective</th>
<th>Description</th>
<th>Elements (competence)</th>
<th>SBL syllabus section</th>
<th>Project Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building relationships</td>
<td><strong>Build trusted and sustainable relationships with individuals and organisations.</strong> Consistently support individuals and collaborate to achieve results as part of a team.</td>
<td><strong>a</strong> Show insight and understanding of work-related and organisational issues to support staff within your teams.</td>
<td>I2, A2</td>
<td>Challenge Q1, Challenge Q2</td>
</tr>
<tr>
<td></td>
<td><strong>Critically evaluate your effectiveness at developing and enhancing ethical professional relationships with your team, your wider organisation and external stakeholders that contribute to the organisational objectives.</strong></td>
<td><strong>b</strong> Critically evaluate your effectiveness at developing and enhancing ethical professional relationships with your team, your wider organisation and external stakeholders that contribute to the organisational objectives.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business insight</td>
<td><strong>Influence the impact of business decisions on relevant and affected communities based on an appreciation of different organisations and the environments in which they operate.</strong></td>
<td><strong>a</strong> Critically evaluates the environment to a business, external and internal, and the trends in technology in order to make beneficial decisions and strategic choices.</td>
<td>C2, C3, C4 and E1, E2, E3 and I2</td>
<td></td>
</tr>
<tr>
<td>Performance objective</td>
<td>Description</td>
<td>Elements (competence)</td>
<td>SBL syllabus section</td>
<td>Project Report</td>
</tr>
<tr>
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</tr>
<tr>
<td>Communication</td>
<td>Communicate in a clear, articulate and appropriate manner. Adapt communications to suit different situations, individuals or teams.</td>
<td>a</td>
<td>Ability to inform, persuade and provide clarity to different stakeholders internal and external as appropriate including appropriate forms and tone of communication to individuals or teams.</td>
<td>I1, B4, F3</td>
</tr>
<tr>
<td>Ethics and integrity</td>
<td>Identify ethical dilemmas, understand the implications and behave appropriately. Understand their legal responsibilities, both within the letter and the spirit of the law, as well as be aware of the procedures for reporting concerns over potentially unethical activities.</td>
<td>a</td>
<td>Demonstrating professionalism and ethical behaviour including knowledge of governance issues.</td>
<td>A3, B1, B2 and B3</td>
</tr>
<tr>
<td>Performance objective</td>
<td>Description</td>
<td>Elements (competence)</td>
<td>SBL syllabus section</td>
<td>Project Report</td>
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<tr>
<td><strong>Leadership</strong></td>
<td>Take ownership of allocated projects and effectively manage their own time and the time of others. Demonstrate good project management skills to deliver high quality work within the appropriate timeline. Act as a role model and motivate others to deliver results.</td>
<td>a. Demonstrate application of the key leadership traits effective in the successful formulation and implementation of strategy and change management.</td>
<td>H7</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Apply in the context of organisation governance and leadership qualities, the key ethical and professional values underpinning governance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Problem solving and decision making</strong></td>
<td>Evaluate information quickly and draw accurate conclusions. Assess a problem from multiple angles to ensure all relevant issues are considered. Gather the appropriate facts and evidence in order to make decisions effectively.</td>
<td>a. Ability to assess, estimate and appraise findings and using finance and management accounting techniques to provide sustainable solutions.</td>
<td>I5, I3, G2 and G3</td>
<td></td>
</tr>
</tbody>
</table>
### Table 2c: Project Report (behaviours):

<table>
<thead>
<tr>
<th>Performance Objective</th>
<th>Description</th>
<th>Elements (competence)</th>
<th>SBL Syllabus Section</th>
<th>Project Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adds value</td>
<td>Anticipate an individual's / organisation's future needs and requirements. Identify opportunities that can add value for the individual / organisation.</td>
<td>a Listen to others to understand their priorities and concerns.</td>
<td>C5, H1-H4, I5;</td>
<td></td>
</tr>
<tr>
<td>Continuous improvement</td>
<td>Take responsibility for their own professional development by seeking out opportunities that enhance their knowledge, skills and experience.</td>
<td>a Engage with stakeholders across the organisation, improving understanding and cooperation.</td>
<td>I2</td>
<td></td>
</tr>
<tr>
<td>Flexibility</td>
<td>Adapt approach to assist organisations and individuals to manage their conflicting priorities as circumstances change.</td>
<td>a Ability to investigate, enquire and consider all facts in resolving problems and conflicting ideas.</td>
<td>I1, I3, H1, H5, H6</td>
<td></td>
</tr>
<tr>
<td>Performance Objective</td>
<td>Description</td>
<td>Elements (competence)</td>
<td>SBL Syllabus Section</td>
<td>Project Report</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>----------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Professional scepticism</td>
<td>Apply a questioning mind to conditions which may indicate a possible misstatement of financial information due to error or fraud.</td>
<td>Being sceptical by questioning, probing and challenging facts before making decisions.</td>
<td>A3, F1 and F2, I4</td>
<td>Challenge Q1 Challenge Q2 Challenge Q3 Challenge Q4</td>
</tr>
</tbody>
</table>

Appendix 1 provides gives some examples of how the skills and behaviours and the elements within the objectives, might be met. This is not exhaustive but rather illustrative of the levels required to be assessed as competent.

3: **Project Report**

Your Project Report must address the challenge questions, provide insights into the business you work for and provide an evaluation of your experience during the apprenticeship period. You must be able to critically evaluate what you believe you learned most from and why. Your Project Report should not simply be a description of what you did. You must try to make some meaning of what you have experienced, and make a judgment of how well you have achieved your objectives, and come to a conclusion about the value of undertaking your apprenticeship. Your evaluation should be honest. There is no model answer or right answer to challenge questions as each apprentice will have experienced different skills and behaviours and at different levels.

3a **STRUCTURE AND CONTENT**

The suggested structure for the Project Report is:

**Title of Report**

**Contents Page**

**Part 1: Organisational Background and Business Challenges (Challenge question 1)**

Provide background information on the organisation you work for, what business model is used within your organisation, the current organisational challenges and how your organisation is seeking to meet these challenges. Also included should be a summary of your role and what impact you are having on the organisation.

**Part 2: Role specific professional skills and behaviours (Challenge question 2)**

A critical evaluation of the benefits you have gained from the skills and behaviours that you have acquired throughout your apprenticeship and the relevance to your role. It should also include an evaluation and reflection on the lessons you have learned during your apprenticeship.

**Part 3: Continuing professional development and career progression (Challenge question 3)**

Evaluation how the skills and behaviours you have acquired have made you a more effective employee. Additionally provide recommendations on what further development of skills and behaviours are required for your continued professional development and your future career progression.
Part 4: Organisational behaviours from a stakeholder perspective (Challenge question 4)

This part of the report is a critical reflection on your own organisational and professional behaviours and how these fit with the organisation you work for and for the wider stakeholder environment.

All skills and behaviours should to be demonstrated within the overall report and each skill and behaviour should be referenced explicitly. The use of headings for skills and behaviours within the report is recommended.

3b  WORD COUNT AND APPENDICES

The prescribed word count for each part of the report is between 700 and 1,000 words with an overall maximum for the Report of 4,000 words. You are required to keep within the specified word count. Appendices can be used for the purpose of supporting data and information included in your report. The word limit includes everything from the title of the report to the end of part 4; it does not include information included in your appendices. However, you need to ensure that you write enough in each part to ensure the Independent Assessor has enough information from which to deem you competent.

While succinctness and clarity are features of good communication, you must express your answers in sufficient detail, and produce enough evidence that the Independent Assessors are able to assess you as competent. You must always adhere to client confidentiality rules and protocols of your organisation when including any supporting evidence. Please refer to section 6 for guidance on supporting evidence.

4. Preparing your Project Report

By answering the challenge questions you will gain some important personal insight into your competence in terms of both skills and behaviours and how the Apprenticeship has benefited you personally, your department and your organisation as a whole.

An important aspect of working life is to actively critically evaluate your own performance and to identify your own personal development needs in the context of what your organisation does and your own role within it. Have you achieved what you intended to achieve? If not, then why not and what do you need to do better in the future? You may have to work with others to achieve your work objectives and your ability to work with others and make the best use of your resources – and to communicate effectively – are important personal attributes.

5. Project Report assessment:

Your Project Report will be assessed Pass or Fail; it will not be given a grade.

To pass the Project Report you also have to satisfy all the requirements of the Project Report. That is, you must be assessed as competent on each question to receive a Pass grade.

You must demonstrate your ability to address the skills and behaviours whilst addressing the challenge questions. This will include reflecting on the judgments that you have made and the actions that you have taken while undertaking your Apprenticeship. The Independent Assessor(s) will want to see you provide evidence that you recognise your own strengths and weaknesses and how these might have been enhanced or addressed during the apprenticeship.
### Project Report – assessment criteria:

<table>
<thead>
<tr>
<th>Project Report</th>
<th>Competent</th>
<th>Not competent</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be deemed competent each overall skill and behaviour is individually demonstrated. <strong>and</strong> The Challenge questions are individually answered to a competent level.</td>
<td>Makes a reasonable attempt to address the achievement of each individual skill and behaviour in their Project Report. Shows a clear ability to critically evaluate how each skill and behaviour has been achieved through work experience, using appropriate examples of activities undertaken and includes evidence where helpful. <strong>and</strong> Makes a reasonable attempt to respond to the challenge questions. There must be sufficient evidence of being able to critically evaluate the organisation you work for, its business model and your role within it, recognising the knowledge, skills and behaviours which add most value and sufficiently demonstrating your ability to reflect on learning during your work experience.</td>
<td>Overly focused on only one or two elements of the skill and behaviours or there are complete gaps (one or more) in coverage of some of the skill and behaviour within the overall Project Report. Insufficient use of real-work examples to explain how many of the skill and behaviours have been achieved or the evidence of your role and responsibilities is not sufficiently credible. <strong>and</strong> Overly focused on only one or two challenge questions. Insufficient critical evaluation of your organisation, its business model and evaluation of your role and a weak critical discussion of the usefulness of knowledge, skills and behaviours acquired and demonstrated. Emphasis on description of events rather than critical evaluation and reflection on self-development.</td>
</tr>
</tbody>
</table>
6. **Sources of Project Report evidence**

When you plan your Project Report submission you should also plan to collect supporting evidence to contribute to your Project Report. This will allow your Independent Assessor(s) to be satisfied that what you are saying is supported by examples and evidence. Examples you can use are situations when you demonstrated skills and how you, your team or the wider organisation benefited. Sources of evidence could include notes from meetings with colleagues, managers or customers/clients or reports, notes or documents which you have produced or any other evidence of things that you have achieved at work, such as from a personal development review or from your employer’s appraisal process. The answer to the question must show clearly how you demonstrated the relevant skills and behaviours. The supporting notes etc., as described above, will form part of the appendices. They do not count towards the overall word count.

Note: Please do not include any document if there are any potential confidentiality issues involved. Only include supplementary attachments as evidence where they are specifically referred to in the Project Report itself. Any attached material not clearly cross-referenced to performance objectives and challenge questions in the Project Report itself will not be opened or considered by the Independent Assessors when reviewing your Project Report. Supporting evidence should comply with your employer’s rules on confidentiality and ACCA’s Code of Ethics and Conduct. We suggest a maximum of five documents and you should be mindful of the restrictions on size and format of any supporting evidence.

If you chose to provide further supporting evidence as attachments please ensure these are not password protected and are in a common file format such as MS Word or PDF. The supporting documents should not be more than 10MB in total and they must not be ZIP files or other compressed formats. Files that cannot be accessed will not be considered as part of your submission.

7. **Plagiarism and unfair practice**

Your Project Report will not be accepted if it is discovered that you have engaged in plagiarism or any unfair practice in the process of completing your Project Report. Types of unfair practice include any of the following:

7a **PLAGIARISM:**
Plagiarism is taking or using another person’s thoughts, writings or inventions and presenting them as your own. To avoid plagiarism you must make sure that you personally write your statements and answers and create original material. Submitting another person’s work and presenting it as your own either with or without their knowledge is defined as plagiarism. This includes copying in examinations; using notes or unauthorised materials in examinations; impersonation – taking an assessment on behalf of or pretending to be another student, or allowing another person to take an assessment on your behalf.

7b **DUPICATION:**
Duplication is submitting work for assessment that is the same as, or broadly similar to, work submitted earlier by someone else.

7c **FALSIFICATION:**
Falsification is the invention of data, its alteration, its copying from any other source, or otherwise obtaining it by unfair means.

7d **CUSTOM-WRITING SERVICES**
Using custom writing services is also an example of unfair practice which includes the use of any service which produces custom materials for a fee or other benefit. ACCA may consider any request placed with any form of custom writing service by the apprentice to be a form of unfair practice whatever use is then made of the material produced.
8. **ACCA disciplinary process**

In the event of you being deemed to have used any form of unfair practice, your Project Report will be deferred by the Independent Assessment team and the reasons for the deferral given to ACCA. Following deferral, your case will be referred to ACCA’s professional conduct department to establish a case against you, which you will have a right to challenge or appeal against. If unfair practice is proven then your Project Report will be deemed to have failed and you may face further sanctions, up to and including permanently losing your ACCA Student and/or Apprenticeship status.

9. **Successful completion of the end-point assessment**

To pass the end-point assessment (EPA) as a whole, you must pass the Strategic Business Leader exam achieving at least 50% and be deemed competent in your Project Report submission, which requires being graded as a pass.

Should the apprentice fail any components they are required to re-take those components. The number of times an apprentice is permitted to re-take the end-point assessment and the date at which they do so is determined by the employer. However, there is a 7 year time limit for on-programme and end point assessment examination passes at the final level of the ACCA Qualification.

For the avoidance of doubt, all costs associated with an apprentice undertaking attempts at the on-programme assessments and all re-attempts of the end-point assessments, unless further training has taken place, will not qualify for government funding (via the relevant funding mechanism).

10. **Timetable for completing the end-point assessment and Project Report**

The Project Report and the Strategic Business Leader (SBL) examination must be completed as the two elements of the End-point Assessment.

The Project Report will be submitted electronically. Submission dates for the Project Report will be the Friday before the ACCA examination session.
### Skills and Behaviours – example activities

<table>
<thead>
<tr>
<th>Performance Objective</th>
<th>Description</th>
<th>Elements (competence)</th>
<th>Example activities</th>
</tr>
</thead>
</table>
| **Building relationships**         | *Build trusted and sustainable relationships with individuals and organisations. Consistently support individuals and collaborate to achieve results as part of a team.* | a                     | ■ Leading on projects within the workplace.  
■ Providing solutions to work problems with colleagues or clients to improve and maintain relationships.  
■ Setting and monitoring deadlines to manage conflicting deadlines or requirements.  
■ Resolving conflict when there are disagreements.  
■ Addressing management and customer complaints.  
■ Proactively engaging and advising internal customers throughout the organisation.  
■ Leading on plans and projects to help you and your team and the organisation achieve objectives.  
■ Working within management requirements and giving them regular progress updates.  
■ Presenting at conferences, internally or by joining business-related group. |
|                                   |                                                                              | b                     | ■ Critically evaluates the environment to a business, external and internal, and the trends in technology in order to make beneficial decisions and strategic choices. |
|                                   |                                                                              | c                     | ■ Demonstrates key ethical and professional values underpinning governance within a leadership context.                                               |
| **Business insight**               | *Influence the impact of business decisions on relevant and affected communities based on an appreciation of different organisations and the environments in which they operate.* | a                     | ■ Evaluating techniques and recommending outcomes for business decisions.  
■ Analysing and evaluating a department’s performance and identifying the key issues and making recommendations. |
<p>| | | | |
|                                   |                                                                              |                       |                                                                                                                                                  |</p>
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<th>Performance Objective</th>
<th>Description</th>
<th>Elements (competence)</th>
<th>Example activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Communicate in a clear, articulate and appropriate manner. Adapt communications to suit different situations, individuals or teams.</td>
<td>a</td>
<td>✷ Evaluating issues or problems and recommending resolutions and improvements and communicating these clearly.</td>
</tr>
</tbody>
</table>
| Ethics and integrity  | Identify ethical dilemmas, understand the implications and behave appropriately. Understand their legal responsibilities, both within the letter and the spirit of the law, as well as be aware of the procedures for reporting concerns over potentially unethical activities. | a                     | ✷ Act diligently and honestly, following codes of conduct, taking into account, and keeping up-to-date with, legislation.  
✦ Act with integrity, objectivity professional competence and due care and confidentiality.  
✦ Identify and raise concerns about non-compliance.  
✦ Demonstrate a commitment to your personal and professional knowledge and development. |
<table>
<thead>
<tr>
<th>Performance Objective</th>
<th>Description</th>
<th>Elements (competence)</th>
<th>Example activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership</td>
<td>Take ownership of allocated projects and effectively manage their own time and the time of others. Demonstrate good project management skills to deliver high quality work within the appropriate timeline. Act as a role model and motivate others to deliver results.</td>
<td>a Demonstrate application of the key leadership traits effective in the successful formulation and implementation of strategy and change management.</td>
<td>▪ Working effectively as leader of a team of a team, including delegating tasks and deadlines.</td>
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<tr>
<td></td>
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<td></td>
<td>▪ Collaborating with colleagues from across the business and with external stakeholders to achieve objectives.</td>
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<td></td>
<td></td>
<td></td>
<td>▪ Lead a team to make sure a project is effective.</td>
</tr>
<tr>
<td>Problem solving and decision making</td>
<td>Evaluate information quickly and draw accurate conclusions. Assess a problem from multiple angles to ensure all relevant issues are considered. Gather the appropriate facts and evidence in order to make decisions effectively.</td>
<td>a Ability to assess, estimate and appraise findings and using finance and management accounting techniques to provide sustainable solutions.</td>
<td>▪ Critically evaluating strategic and operational decisions using relevant decision-support techniques.</td>
</tr>
<tr>
<td>Performance Objective</td>
<td>Description</td>
<td>Elements (competence)</td>
<td>Example activities</td>
</tr>
<tr>
<td>-----------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Adds value            | Anticipate an individual / organisation’s future needs and requirements. Identify opportunities that can add value for the individual / organisation. | a                     | - Interacting effectively with people including senior management who have different priorities and viewpoints.  
- Persuading and influencing others at a management level.                                                                                                      |
| Continuous improvement| Take responsibility for their own professional development by seeking out opportunities that enhance their knowledge, skills and experience. | a                     | - Identify improvements to systems so they benefit your department and/or the wider organisation                                                                                                                                 |
| Flexibility           | Adapt approach to assist organisations and individuals to manage their conflicting priorities as circumstances change.    | a                     | - Identify, evaluate and lead on ways to work differently within the organisation  
- Proactively seek effective opportunities to intervene to prevent problems before they happen.                                                                                                   |
<table>
<thead>
<tr>
<th>Performance Objective</th>
<th>Description</th>
<th>Elements (competence)</th>
<th>Example activities</th>
</tr>
</thead>
</table>
| Professional scepticism | Apply a questioning mind to conditions which may indicate a possible misstatement of financial information due to error or fraud. | a Being sceptical by questioning, probing and challenging facts before making decisions. | - Challenging briefs or opinions when justified – including colleagues at a senior management level  
- Identifying and clearly communicating when you have witnessed incorrect or misleading information – for example, hearing arguments or reading reports.  
- Identifying and evaluating weaknesses in your organisation’s procedures and systems which could cause waste, fraud or error. |