

Building ALWI Portfolios

For Project Controls
Professional Apprentices

Authentic workplace practice · Critical writing · Consultancy

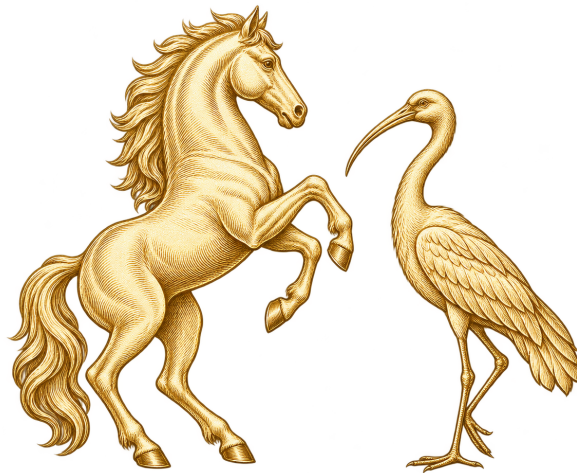


Professor Amgad Badewi

KENT BUSINESS COLLEGE

Building ALWI Portfolios

*for Project Controls
Professional Apprentices*



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Authentic workplace evidence · Critical analysis · Professional judgement

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Building ALWI Portfolios for Project Controls Professional Apprentices

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Professor Amgad Badewi
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This handbook supports learning and the development of authentic workplace evidence. Follow the assignment brief, programme arrangements, employer procedures and assessment plan applicable to your registration. Where an issued brief differs from this handbook, seek the agreed written direction from your coach.

Examples, diagrams, writing extracts and arithmetic illustrations are teaching material. They are not verified learner achievements and cannot be submitted as evidence that you completed workplace activity. Retain only authentic, attributable workplace records with the necessary permissions and redactions.

The college reflective account explains learning and judgement. It is distinct from the authenticated factual material selected for an EPA portfolio. Completion of this book does not certify competence, validate off-the-job hours or guarantee acceptance of evidence by an assessor.

The horse and ibis engraving is a decorative motif for this illustrated edition. Diagrams explain concepts and are not substitutes for project data or professional judgement.

Executive summary

ALWI begins with real practice. Its purpose is to help you develop and demonstrate professional capability through an inspectable group of workplace artefacts. The strongest submission connects an actual decision to the knowledge you developed, the methods you evaluated, the work you personally completed and the results you can substantiate. A convincing narrative helps the reader follow those connections, while the underlying records establish what occurred. This book shows how to build that relationship across fourteen project-controls themes and how to explain your contribution with the precision expected of a professional practitioner.

Build a portfolio through purposeful work

Begin with a bounded, authorised opportunity in your own workplace. Agree the decision, your responsibilities, the learning needed and the records that can legitimately be retained. Preserve the starting position, investigate the relevant methods, apply an appropriate approach and seek feedback before evaluating the result. Assemble the artefacts as a connected evidence group: a procedure may establish the expectation, an annotated analysis may show your reasoning, a versioned output may demonstrate your application, and a decision or follow-up record may show what happened next. File count alone establishes none of these qualities. Identify each item's purpose, date, version, precise location and limitation, and distinguish your contribution from the work of others.

The fourteen themes provide a structured library of workplace applications, including safe delivery, responsible practice, technology, integrated planning, change, stakeholder cooperation, risk, commercial control, procurement, estimating, scheduling, cost, performance and leadership. Use the programme route and issued briefs to agree the assignments and evidence appropriate to your work. The themes are not a claim that every apprentice must upload fourteen isolated files or that completing this book automatically satisfies an assessment plan. Review coverage with your coach, explain each selected Knowledge, Skill or Behaviour separately against relevant artefacts, and address gaps through genuine further application or an accurate statement of limitation.

Make your reasoning useful to the decision maker

Professional judgement requires more than describing a tool or reporting its output. Examine what a framework, methodology, process or guideline helps people see and do, what it leaves uncertain and whose priorities influence the decision. Compare credible alternatives against the same purpose, preserving effective practice and testing assumptions before recommending change. Develop an argument through a bounded claim, relevant evidence, explicit reasoning, a fair examination of counterarguments and a proportionate conclusion. Critique ideas and practice respectfully, represent sources accurately and connect academic knowledge to the actual workplace conditions. A useful consultancy report then translates that reasoning into a clear decision, feasible actions, appropriate authority and an agreed way of reviewing value.

Evaluate value with the same care. Approval of an improved process does not prove that it was used, and use does not by itself establish a business benefit. Trace the progression from your contribution to the decision, implementation and observed effect. Separate measured results from forecasts, consider alternative explanations and include the effort needed to create and maintain the change. Improvements in clarity, assurance, capacity or decision quality can be valuable even when financial

benefits remain unverified. Explain what the evidence supports now and what should be reviewed later, rather than overstating a result to make the work appear more successful.

Use the book as a working companion

The four foundation chapters establish the portfolio approach, the reflective writing structure, the rubric and the skills of consultancy and critical analysis. Fourteen practical guides then develop the technical themes through recommended evidence, annotation examples, questions and feedback. The appendices help you assemble a complete evidence group, plan and explain artefacts, review coverage and use the terminology consistently. Diagrams and illustrative examples clarify the reasoning; they cannot serve as evidence that you completed workplace activity. Use the book alongside the current assignment brief, your employer's authorised procedures and the assessment arrangements applicable to your registration.

Keep the reflective companion within the established target of 2,000 words, allocated as 300 words for context, 700 for knowledge reflection, 700 for tools and application, and 300 for business benefits and evaluation. This commentary explains learning and judgement; authenticated factual workplace artefacts support separate EPA portfolio selection. Record actual eligible new learning in the provider's learning log, with its validation, rather than awarding yourself hours for routine work or duplicated activity. The practical test throughout is straightforward: can another person trace what you learned, what you did, why you chose it and what your evidence genuinely establishes?

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How to use this book

An ALWI is an Applied Learning and Workplace Improvement Assignment. Its centre is your real professional practice: what you learned, what you applied at work and the inspectable evidence of your contribution. Each ALWI develops one coherent group of related workplace artefacts around an agreed theme and decision. Together, the groups help you build a strong portfolio across the fourteen themes in this book.

Begin with the work and the records it produces. Investigate the existing practice, apply learning, evaluate the tools being used, retain your contribution and follow the decision through. Then explain that evidence clearly. A polished account without authentic application cannot establish workplace competence. An ALWI is not a case-study exercise, and invented organisations, events, results or witness statements cannot replace real evidence.

The 2,000-word reflective account connects the learning, choices, artefacts and value. It accompanies the evidence group; it does not replace it. Keep this college reflection in the course learning area. The factual, authenticated workplace material selected for the EPA portfolio must meet the assessment plan, which excludes reflective accounts and self-assessment. Your coach will help you maintain these different purposes without duplicating records.

Your learning route

Chapters 1 to 4 establish portfolio building, writing about evidence, assessment quality, and consultancy and critical analysis. Fourteen further chapters explain how to develop evidence for the ALWI themes. Use the programme map and your agreed learning plan to decide where each theme is developed. Fourteen themes provide a coverage structure, not a demand for fourteen invented projects or fourteen detached essays.

Start by identifying an authorised workplace decision, your present capability and a learning need. Locate the current artefacts before choosing a new tool. Work through the relevant technical teaching and ALWI guide with your coach and manager. Keep dated versions, feedback, approval and follow-up as the work develops. Return to the writing guidance when the evidence is available.

Appendix A takes you through assembling and explaining a workplace evidence group. Appendix B provides reusable prompts for records and annotations; Appendix C supports coverage and gap reviews; Appendix D explains important terms. Use existing workplace and LMS records wherever they provide the required information.

The short writing extracts and arithmetic illustrations teach how to explain evidence. They do not describe verified learner achievements and are not evidence to submit. Adapt the reasoning only to events, contributions and results that your own records substantiate. Activities throughout the book ask you to examine your actual practice and portfolio.

What progress looks like

You should increasingly be able to identify what a decision maker needs to see, examine what existing artefacts reveal or omit, compare suitable approaches, apply a justified choice and evaluate its effect. You should be able to open an artefact at the exact location supporting a claim, explain your own contribution and recognise the claim's limits.

Improvement can include exposing a misleading measure, resolving an assumption, enabling an earlier decision or preventing an unsuitable action. A financial saving is not the only valuable result. Explain the evidence, who values the change, what it cost to achieve and what remains uncertain.

After a review, explain one important decision without reading your account. Revisit it a few days later and ask what evidence could challenge your conclusion. Apply the same reasoning to another authorised task. Growing independence and transfer matter more than remembering example wording.

Access support and professional challenge

Tell your coach early if reading, writing, numeracy, software, language or workplace access creates a barrier. Start with an annotated artefact, a diagram or an oral explanation if that helps. Agreed adjustments should preserve the requirement to demonstrate your own learning and contribution. Obtain workplace permission before sharing records and use authorised redactions.

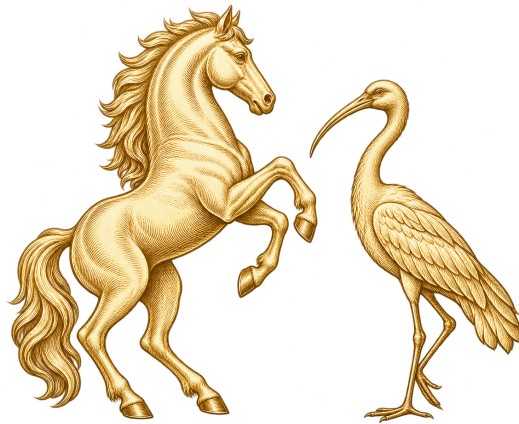
For additional challenge, test an assumption, compare a complementary method or examine an affected group's perspective that the current report omits. Greater complexity is useful when it improves a real decision. Do not add tools or documents simply to make the portfolio larger.

Using the issued brief

This book uses the 300/700/700/300 structure in the supplied ALWI 06 brief. Chapter 3 reproduces that brief's internal formative rubric as a reference. Other issued briefs may contain different requirements, including the earlier MSP word count. Follow the applicable brief and any agreed written update; this book does not silently change an existing assessment.

The programme allocation, fourteen-theme coverage and final EPA evidence selection should be reviewed together with your coach. Complete an honest gap analysis: identify where evidence is strong, where further application is needed and where access must be arranged. Never fill a gap with invented practice.

Building your ALWI evidence portfolio



Build a connected account of real learning and workplace contribution. Begin with an authorised decision, retain the records of your work and explain what the evidence can establish.

IN THIS CHAPTER

- ◆ Choose a purposeful workplace opportunity
- ◆ Connect learning, application and inspectable records
- ◆ Keep reflection and EPA evidence in their proper places

What you will learn

By the end of this chapter you should be able to plan an ALWI as a coherent group of authentic workplace artefacts, distinguish evidence from an unsupported account, and explain how that group contributes to your wider portfolio. You should also be able to separate eligible new learning from routine work and portfolio administration.

Bring one existing workplace record that you are permitted to discuss. Identify the decision it supported and the part you personally produced or used. If you cannot yet explain these, record them as questions to resolve before making a claim.

Begin with practice and an inspectable contribution

An ALWI develops and demonstrates professional practice through real work. You learn something relevant, apply it within your authority, retain the resulting artefacts and evaluate the effect. The written reflection explains these connections. It cannot create application that did not occur.

Each ALWI is organised as an evidence group: related artefacts that together demonstrate a meaningful theme of your practice. A reporting improvement might need the original report, stakeholder enquiries, the revised design, contrasting communications, feedback, approval and follow-up. A schedule ALWI might need the basis, logic checks, resource assumptions, revised schedule and review decision. Select the records needed to establish the actual claim, not a standard number of files.

The fourteen themes provide a structure for building coverage. A theme can be developed through a suitable work package or improvement activity without controlling an entire project. One authentic activity may contribute to more than one theme where the relationships are explained. Cross-reference shared artefacts instead of uploading duplicates and claiming new achievements each time.

Agree a bounded opportunity

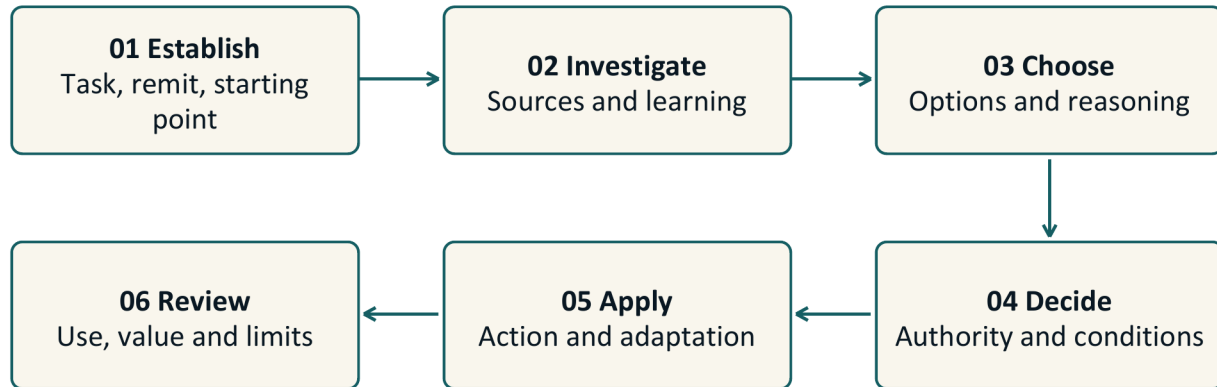
Work with your coach and manager to identify a real decision, a learning need and an authorised opportunity to apply the learning. State what you already do competently and what you need to understand or perform more independently. Existing experience is a starting point, not something to hide.

Bound the task by the decision, scope, time and authority. Improving all project reporting is too broad. Investigating why one reporting cycle fails to support a defined escalation decision is manageable. Agree who owns that decision, who can authorise a trial, what information is available and who can observe your contribution.

Inspect the current practice before proposing improvement. Ask what the present artefact helps its users see, which assumptions or voices it leaves out, and whether this omission matters to the decision. A method does not become inadequate merely because another method exists. Establish the need using actual enquiries, records or performance evidence.

If access is insufficient, agree a smaller real task, supervised application or revised timing. Do not substitute a fictional organisation or retrospectively invent events. A demonstration can support learning, but it cannot establish that a workplace decision or action occurred.

The evidence follows the work



Use existing records. Identify your contribution, precise locators and corroboration.

Figure 1. A connected evidence group follows real work from a starting need to review.

Follow the evidence journey

The supplied ALWI 06 brief uses establish, investigate, plan, apply, adapt and review. These stages are useful across the library, while each theme retains its technical requirements.

Establish. Retain the agreed task, your remit, the starting difficulty and a learning baseline. Separate a documented problem from your initial interpretation of it.

Investigate. Study the relevant learning, examine current artefacts, check source data and enquire into the decision maker's needs. Retain enough of that investigation to show why your understanding changed.

Plan. Compare credible approaches and agree how the selected method will be applied and checked. Record important assumptions, boundaries, permissions and the intended review measure.

Apply. Undertake the authorised work yourself, recording which elements you created, analysed, tested, presented or followed up. Preserve the contributions and approvals of others accurately.

Adapt. Retain substantive feedback and the resulting revision, or the justified reason for declining a suggested change. Explain what changed in the method or decision information, not merely in its appearance.

Review. Examine the decision record, use of the output, follow-through and outcome against the original purpose. Identify what is observed, what is forecast and what needs another review.

An evidence journey need not be perfectly linear. New feedback may require further investigation. Preserve the sequence so that a reviewer can understand how practice developed rather than seeing only a polished final version.

Build an evidence group that can be followed

An artefact is an individual record produced or used during the work: an annotated schedule, calculation, communication, meeting record, approved change or observation. A group connects these records around the same meaningful activity. Its index explains their relationship and supports navigation.

Use a group identifier, such as ALWIO6, and stable local artefact IDs, such as AO1 to AO8. AO6a and AO6b can distinguish feedback and the resulting revision. The chapter examples use local IDs; qualify them with the group when combining themes. A workplace record can retain its existing document number alongside the portfolio ID.

For each artefact, record title, date, version and status; workplace purpose; your contribution and other contributors; exact evidence location; relevant KSB claims; related records; corroboration; and limitations. An item used only to establish context need not carry a competence claim. One item can support several codes only where you explain each relationship separately.

The coach should be able to follow a claim to its exact page, row, paragraph, slide or timestamp. The evidence must be readable and authorised for sharing. Keep a controlled original where required, and ensure redaction does not remove the detail needed to assess your contribution. Never alter an original to imply approval or authorship that did not exist.

Connect the college record and EPA portfolio

The college ALWI submission brings together the workplace evidence group, individual claims, the 2,000-word reflective account, development actions and coaching discussion. Submit through the relevant LMS assignment process. The reflection explains learning and critical judgement; the artefacts substantiate application and observable contribution.

The PCP assessment plan normally anticipates fourteen portfolio evidence pieces for the professional discussion. A piece may contain related artefacts. Fourteen themes, fourteen files and fourteen accepted EPA pieces are not automatically the same thing. Your coach and EPA arrangements determine appropriate selection, packaging and coverage. The portfolio supports the discussion and is not itself directly graded. A separate technical work-based assessment also forms part of EPA. [R1]

Keep reflective accounts and self-assessment in the college learning area, outside the factual EPA portfolio. This distinction does not remove reflection from the ALWI. It ensures that the same body of work is used appropriately for learning and assessment. Course completion alone does not establish EPA acceptance.

Use the programme map to agree where your evidence develops across the fourteen themes. Module allocations and repeated opportunities should not cause duplicate submissions. A gap review should lead to real learning or application, better corroboration or evidence retrieval, according to what is actually missing.

Record learning time accurately

Off-the-job training depends on eligible new learning, not the title ALWI or the number of artefacts. The activity must relate to the apprenticeship, be planned and satisfy the applicable funding rules and working-time conditions. Studying a new method, supported application and analytical writing may

qualify when they develop new learning. Routine productive work and portfolio compilation do not automatically qualify. [R2]

Separate activities within the same session. Learning to test schedule assumptions is different from routinely updating dates; evaluating a new method is different from renaming evidence files. Record actual dates, duration, learning need, activity and resulting development in the existing provider log. Ask the provider to validate eligibility and avoid counting the same learning twice.

Start your own evidence group

Open a permitted existing artefact. Write a short planning note identifying its decision, the current limitation, your learning need, the authorised action and the records that would show application and review. Identify one item you already possess and one evidence gap. Agree the next real workplace step with your coach or manager.

For support, explain the artefact aloud before writing. For stretch, identify an alternative explanation for its apparent weakness and plan how you would check it. Do not decide that improvement is necessary before investigating.

Question 1. Is an ALWI complete when fourteen screenshots have been uploaded?

Feedback. File count does not establish a coherent group, coverage, authenticity or personal contribution. Explain what the related records demonstrate and locate each claim precisely.

Question 2. A revised report is approved. Which claim can that record support, and which needs more evidence?

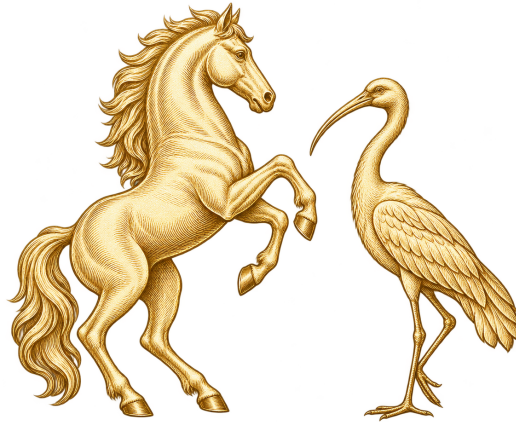
Feedback. It can support approval of that version. Actual use, changed decisions and sustained value need subsequent records; approval alone does not prove them.

Question 3. Does writing a convincing account repair a missing record of workplace application?

Feedback. No. Retrieve authentic evidence, seek factual corroboration or state the limitation and agree a further opportunity. Reflective writing cannot manufacture the event.

Before Chapter 2, keep your permitted artefact, planning note and group index available. You will use them to practise explaining evidence, not to answer a supplied case study.

Writing about your workplace evidence



A reflective account helps a reader follow the relationship between your learning, judgement and authentic artefacts. Write precise claims that another person can test.

IN THIS CHAPTER

- ◆ Use the 300 / 700 / 700 / 300 structure
- ◆ Explain choices and evaluate alternatives
- ◆ Connect each claim to its evidence and limits

What you will learn

This chapter helps you write precise artefact annotations and a connected 2,000-word reflective account of your actual workplace practice. The evidence group comes first; writing explains what it demonstrates and what it does not. You will practise explaining your own contribution, comparing methods and distinguishing justified conclusions from attractive but unsupported claims.

Retrieve the workplace artefact and evidence-group plan from Chapter 1. Identify one verifiable claim, its exact location and the record needed to corroborate your contribution. Resolve these questions before drafting a paragraph about the work.

Build the explanation from your artefacts

Start with the decision, not a blank page. Write down the question your work answers: "Which measurement method gives the most credible account of this package's progress?" or "Should this proposed change proceed under the stated conditions?" Then identify what a reader needs to know to judge your answer.

Build a simple outline containing the starting problem, the new learning, the alternatives, your selected method, your contribution, the result and the recommendation. Place a reference to a relevant artefact beside each point. A gap in this outline often reveals missing analysis or evidence before you spend time polishing sentences.

An assignment is not a diary. Chronology is useful where the sequence explains a decision or shows adaptation after feedback. Otherwise, organise the account around the reasoning. A reader should not have to reconstruct the argument from a list of meetings.

Write an individual artefact record

An upload needs its own explanation. Begin with what it is, why it was used, its date and version, and what you personally contributed. Then identify the exact location of the relevant content, any related records and the limit of the claim. Do not retell the whole project under every upload.

Use this scaffold with verified details: "In [group and artefact ID, exact location], I [specific action] to support [decision]. The original [version] showed [relevant information] but did not show [decision-relevant omission]. I checked [source or feedback] and changed [specific element]. [Related record] corroborates my contribution and records [review or use]. This supports [bounded claim]; it does not yet establish [limit]." Remove any clause you cannot substantiate.

An annotation should direct attention. On a permitted screenshot, label the date and version, identify the field or row, explain its decision significance and link the underlying source. A highlighted number without units, period or context remains ambiguous. Keep your explanatory overlay separate from the controlled original and do not obscure relevant information.

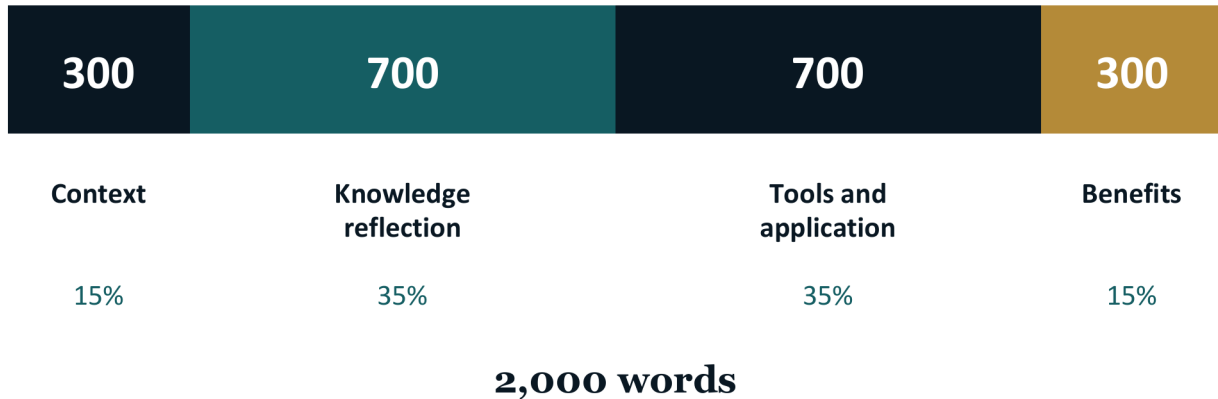
Write a separate explanation for each KSB selected against the artefact. A knowledge claim explains accurate understanding and how it informed judgement. A skill claim points to your actual application and the checks performed. A behaviour claim describes observable conduct in context, supported by interactions or observations. The same sentence cannot do all three jobs. Claim only the codes supported by the actual content and your registered route.

For ALWI 06, a stakeholder analysis may support a justified K14 claim where the learning and distinctions are explained; the contrasting communications can support S13; feedback and follow-

through may support B8 and B11 through separately explained cooperation and adaptation. The group's core focus and optional supporting claims come from the issued brief. An approved template alone cannot show that you used it competently or listened to someone.

Do not copy reflective self-assessment into the EPA portfolio. Keep the learning explanation in the college record and select factual, attributable artefacts and suitable corroboration with your coach.

Give most space to learning and application



The commentary explains the evidence group; it does not replace workplace artefacts.

Figure 2. The 2,000-word reflective companion allocates 300, 700, 700 and 300 words.

The four sections

The reflective companion to your evidence group uses four connected sections. These word allocations guide proportion: they protect space for learning and judgement rather than allowing a long project history to consume the report.

Section	Target words	Main question
Context and scope	300	What was the problem and what did I need to learn?
Knowledge reflection and learning applied	700	What changed in my understanding and why did it matter?
Tools techniques and justified application	700	Why did I choose this approach and what did I do with it?
Business benefits and evaluation	300	What difference can I substantiate and what should happen next?
Total	2000	What defensible account of learning and improvement have I established?

Substantive analysis in tables belongs in the count. References, an evidence index, individual artefact/KSB claim records, uploaded artefacts, a separate future action plan and the presentation sit outside this main narrative under the common template. Do not move essential reasoning into appendices to conceal an overlong report. Follow any specific instruction in your issued brief.

Context and scope

State your role accurately. Identify the bounded package or decision, what was unsatisfactory, the baseline used to judge improvement and the limit of your authority. Explain the new-learning gap. Avoid a long corporate history, unexplained abbreviations or a claim that you led work actually led by someone else.

A useful starting sentence is: "I supported the controls review for a six-week installation package and was responsible for validating the progress inputs." It tells the reader more than "I am part of a major international project." Follow with the specific difficulty and the improvement question.

Knowledge reflection and learning applied

Explain the concept you learned accurately, then show what it changed. Identify the teaching, reading, mentoring or investigation that informed you. Compare relevant ideas and recognise assumptions. Your report should make clear why this knowledge mattered in your situation.

For example, learning the definition of earned value is a starting point. Explaining why actual expenditure is not a measure of physical progress, and showing how that distinction corrected your interpretation, is more useful. A reference supports a concept; your application demonstrates what you understood.

Tools techniques and justified application

Show the choices you made in using the method. Explain inputs, boundaries, assumptions, checks and the alternatives you considered. Demonstrate personal action through precise evidence locations and feedback. If someone else supplied data or specialist judgement, acknowledge it.

This section should connect the tool to a decision. A screen capture of a risk model is not enough. Explain the distribution or assumptions, how you checked them, what the output meant and why it changed a response. Where the method has limitations, explain how you managed them rather than implying that software removed uncertainty.

Business benefits and evaluation

Compare the outcome with the starting position. State the period, unit, data source and status of the benefit. Distinguish a measured result, an early indication, a forecast and an avoided exposure. Explain what you cannot attribute solely to your work.

End with a recommendation that has an owner, action, timing and success measure. "Improve communication" is vague. "Ask the package manager to trial the revised exception report for two reporting cycles and review unresolved actions at the next monthly meeting" is actionable.

The critical writing sequence

Use the sequence "I learned, I evaluated, I chose, I applied, I evaluated the result, I recommend" as a reasoning check. It is not a requirement to begin every paragraph with those words. Repetition becomes mechanical if it replaces explanation.

Before application, evaluation means comparing alternatives and testing suitability. After application, it means judging what happened and how confidently you can explain it. Both are needed. A learner may choose a method for a sensible reason yet discover that an assumption was wrong; the subsequent adaptation is part of the learning.

A productive paragraph usually makes a point, provides evidence, interprets that evidence and explains the consequence. Write the consequence explicitly. Phrases such as "this was effective" or "this demonstrates S14" leave the judgement unexplained.

From description to critical judgement

The following brief writing illustrations show differences in explanation. They are not learner evidence. Use equivalent wording only where your own records establish the events and results. Consider this weak extract:

"I used a stakeholder matrix and sent weekly emails. Communication improved and the project was successful. I learned that communication is important."

It names activities, but the reader cannot identify the initial problem, why those methods were selected, the learner's contribution or evidence of improvement.

A more useful version would be:

"I mapped the package manager and operations supervisor because they needed different decisions from the same progress information. I retained the weekly email for the manager but introduced a short exception discussion with operations after two unresolved interface actions were repeated in consecutive reports. The action log records closure of both actions at the following review."

This establishes a reasoned change and a traceable result. It still needs caution: closure might reflect a change in resources rather than the new communication alone.

A stronger version adds:

"Operations feedback indicated that the discussion clarified ownership, while an additional engineer also increased capacity. I therefore attribute the improvement partly to clearer escalation, rather than claiming that the communication change alone caused it. I recommend retaining the discussion for the next two cycles and checking action age as well as closure count."

The difference is not more impressive vocabulary. It is a better explanation of causation, uncertainty and what should happen next.

Use evidence as part of the argument

Introduce an artefact where it helps the reader assess a claim. "See appendix" is usually too vague. "E03, Options worksheet, cells B8 to F14, compares the three options using the same three-year boundary" is a useful locator.

Explain what the evidence establishes. A calculation may substantiate analytical skill; it does not automatically prove that the recommendation was approved. Add the decision record for that claim. A witness can corroborate what they observed but should not be asked to endorse work they did not see.

For each KSB claim, connect the actual content to the required knowledge, skill or behaviour. "E03 supports S8 because rows 8 to 14 evaluate cost and operational effects of a proposed change, and E05

records my presentation of the options to the authorised decision maker" is more useful than a column of codes. Confirm the exact descriptor and version relevant to you.

Referencing and assistance

Use a consistent reference system agreed with your coach. Give enough information to locate each source: author or organisation, title, edition or date, and page or section where relevant. Online sources also need a usable link and access date. Use quotation marks for exact quotations and keep them short. Paraphrasing still requires acknowledgement.

Keep technical sources distinct from your evidence index. A textbook explains a method; a workplace calculation demonstrates your use of it. An internal procedure may be both a source of requirements and an artefact you interpret, but explain each role.

AI and writing tools can help you organise notes, check readability or test questions. Follow your employer's and provider's rules, protect confidential information and retain responsibility for the analysis. Disclose material assistance. Never ask a tool to invent a witness statement, meeting, result or reference. Be able to explain every calculation and decision in your own words.

Make numerical claims readable

Every important number needs a unit, period and boundary. "The saving was 10%" is incomplete without the denominator and what changed. Write "The reporting preparation time fell from 120 to 108 minutes per cycle in the two observed cycles, a 10% reduction; this is an early time saving, not a demonstrated reduction in salary cost."

For simple percentage change, subtract the original amount from the new amount, divide by the original and multiply by 100. A change from 120 to 108 is minus 12 divided by 120, or minus 10%. Check whether a percentage point change is more appropriate: moving an error rate from 8% to 5% is a reduction of three percentage points, not three per cent.

Avoid false precision. If an estimate is based on uncertain interviews, extra decimal places do not make it more reliable. Explain the reasonable range and which assumption matters most. Ask an appropriate specialist to check unfamiliar commercial, financial or technical interpretation.

Draft revise and test

Write a first draft from the outline without trying to perfect every sentence. Then revise in three passes. First, check the technical argument and calculations. Second, check evidence, contribution and limits. Third, improve clarity, word count and presentation.

Read each paragraph and ask what a sceptical but fair reader might challenge. If the answer relies on an assumption, name it. If an important statement has no support, find the evidence, narrow the claim or remove it. Do not cover a gap with confident language.

Ask a colleague or coach to explain your recommendation back to you. If they cannot identify the decision, the reason and the condition, improve the writing. Feedback is most useful when it results in a visible revision, not simply a comment stored beside an unchanged report.

Independent writing activity

Use the proposal from Chapter 1. Draft a 150-word paragraph containing a learning point, two credible options, your provisional choice and one evidence locator. Add a sentence explaining what could change your view.

For support, first dictate the explanation, then identify the point, evidence, interpretation and consequence. For extension, write a defensible recommendation for the option you rejected. This forces you to recognise the circumstances under which it could become preferable.

Check your understanding

Question 1. Why is "I chose the software because it is widely used" insufficient?

Feedback. Popularity does not establish fitness for the task. Compare requirements, data controls, competence, cost, limitations and alternatives, then show what testing revealed.

Question 2. An appendix contains all the options analysis while the report says only "Option B was best". Is the main report complete?

Feedback. No. The main narrative needs the essential comparison and justification. Supporting detail can sit in an artefact, but the reader should understand your reasoning without reconstructing it.

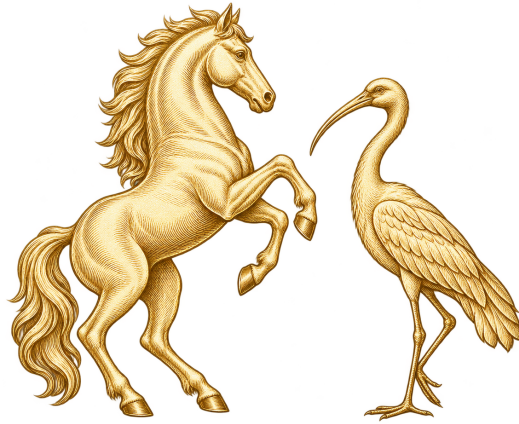
Question 3. A learner says "My recommendation saved £50,000" before implementation. What should change?

Feedback. Describe the forecast and its assumptions, identify the decision status and plan a later review. Approval of a proposal does not demonstrate that a saving has occurred.

Before moving on

Keep your revised paragraph and the first draft. In Chapter 3 you will use the differences between them to identify how feedback improved your work. Appendix A shows how to assemble a connected evidence group and plan its reflective account.

Understanding the rubric and improving your work



Use the rubric to improve the quality of your reasoning and the evidence behind it. A strong submission demonstrates judgement, contribution and defensible value.

IN THIS CHAPTER

- ◆ Read the applicable issued assessment brief
- ◆ Recognise the qualities of strong performance
- ◆ Use feedback to close genuine evidence gaps

What you will learn

You will learn to judge the quality of an ALWI using the published ALWI o6 reference criteria, improve a weak extract and prepare a clear explanation for a coach. You will also learn how to turn feedback into a specific next action.

Bring the paragraph you wrote in Chapter 2. Underline your main claim and circle the evidence locator. If you cannot identify both, revise the paragraph before considering its style or presentation.

What the rubric is for

A rubric makes the intended quality visible. It helps you plan, check your work and understand feedback. It does not replace the technical requirements of your particular ALWI or the assessment instructions issued to you.

The table below reproduces the six criteria and weights in the supplied ALWI o6 assignment brief, revised 1 October 2026. It is an internal formative rubric for learning evidence and coaching discussion. It is a useful reference for quality across the portfolio, but another theme's issued brief may have different weights or requirements. Use that applicable brief; do not substitute these numbers without an agreed update.

Assessment area	Weight	What the reader should be able to judge
Context focus and starting point	10%	Clear workplace situation, role, decision, manageable theme and honest learning baseline
Knowledge and reflection	20%	Accurate understanding, identifiable learning sources and changed judgement or practice
Tool selection and application	25%	Relevant comparisons, justified choices and convincing evidence of personal application
Cooperation behaviours and adaptation	20%	Observable listening, responsible action and meaningful adaptation supported by interactions and feedback
Employer value and evaluation	10%	Credible benefits, proportionate measures, limitations and attribution
Evidence KSB claims and next steps	15%	Traceable artefacts, clear contribution, specific claims and a practical development plan

The weights total 100 per cent. They indicate feedback emphasis, not an official pass boundary or an EPA grade. Strong writing cannot compensate for invented practice or an unsupported claim. Assess the actual evidence group, the explanation and the learner's ability to discuss their contribution together.

The brief distinguishes strong, meets the brief, developing and insufficient evidence. Strong work demonstrates development, thoughtful choices and meaningful adaptation through specific evidence, and evaluates limitations and next steps. Developing work may describe relevant activity but fail to connect learning, actions and records. Where theory and assertions dominate, application cannot yet be verified.

Where the reference rubric places emphasis



ALWI 06 reference only. Follow the applicable issued brief; these are not EPA grades.

Figure 3. The supplied ALWI 06 reference rubric has six weighted criteria totalling 100 per cent.

What strong performance looks like

A precise context

A satisfactory context identifies the task and role. A stronger one explains the baseline, scope boundary and capability gap, so the reader understands why this was an appropriate learning opportunity. It avoids claiming ownership of the whole project when the learner contributed to one package.

If the problem cannot be measured directly, identify a reasonable indicator. For example, a decision-quality improvement might be evidenced through fewer unsupported assumptions or clearer approval conditions rather than a cash saving. Explain why that indicator is suitable.

Critical learning

Accurate explanation matters before critique. Comparing two misunderstood methods is not critical thinking. Establish what each method does, what information it needs and what it cannot establish. Then judge suitability for your situation.

Strong work makes the change in understanding visible. "I previously treated the cost forecast as a single reliable amount; comparing scenarios showed how strongly it depended on the productivity assumption" demonstrates a specific development. "I learned a lot about risk" does not.

Justified application

Show enough detail for the reader to follow the technical commission. A schedule needs logic and assurance, not just a picture of dates. An estimate needs a basis and uncertainty, not just a total. A technology trial needs validation against a meaningful expectation, not simply successful execution.

Strong work explains why the chosen level of sophistication was proportionate. A simple method may be preferable when data are limited or the decision is small. Greater complexity becomes valuable when it produces a better-supported decision and its assumptions can be defended.

A coherent evidence trail

Strong evidence is relevant, authentic, attributable and sufficiently precise. The reader can move from claim to artefact to exact location and understand your contribution. The evidence should also reveal the result of review or challenge.

Corroboration adds value when it describes a specific observed contribution. "The learner is excellent" is a personal opinion. "I observed the learner explain the alternatives at the package review and revise the resource assumption after challenge" identifies something that can be assessed.

Honest employer value

Strong work compares against a sensible baseline and examines alternative explanations. It distinguishes output from outcome. A new dashboard is an output; a demonstrably better decision informed by validated information is an outcome.

An honest evaluation may conclude that the benefit has not yet been demonstrated. That conclusion becomes useful when it identifies the missing measurement and a proportionate next review. Do not claim a saving merely because the forecast improved.

Clear explanation and development

The report should be understandable to a competent reader who was not present. Define technical terms, label units and use references the reader can follow. Your presentation should make the decision and evidence easier to understand, rather than repeat every sentence.

A strong development action names the learning gap, activity, support, timing and success measure. "Improve confidence" is difficult to act on. "Independently prepare the next schedule assurance check, have the planner review two disputed relationships, and explain the revised critical path at the next controls meeting" is observable.

Calibrating three extracts

These illustrative annotations show how explanation can become more precise. They are not evidence of an actual reporting improvement. Compare them with one claim in your own portfolio and use only statements your records support.

Extract A. "I automated the report and saved eight hours. This proves digital competence and leadership."

The claim lacks a baseline, observed period, calculation, evidence and an explanation of personal contribution. Automation does not automatically demonstrate leadership. The number may be a forecast, and the learner has not accounted for checking or maintenance time.

Extract B. "In two observed cycles, the preparation step fell from five hours to one hour. I built the data transformation and the analyst checked the outputs. The time log is E04, rows 3 to 8."

This is more defensible. It identifies the activity, observations, contribution and locator. However, the overall effect is still uncertain because checking, corrections and maintenance may offset the preparation reduction.

Extract C. "Preparation fell by four hours per cycle in two observations, while validation increased by one hour. The measured net reduction was therefore three hours per cycle for this pilot. I compared the transformed output with the signed source data, corrected two mapping exceptions and retained the

exception test in E05. The small sample and a temporary data-quality improvement limit generalisation. I recommend a four-cycle trial before changing the routine resource allowance."

This is stronger because it integrates calculation, assurance, limitations and a practical decision. It does not need to claim that every possible KSB is covered. Identify the genuinely relevant claim and explain it separately.

Use feedback to change the work

Treat a tutor comment as a question about the reasoning. "Too descriptive" usually means the reader needs comparison, explanation or evaluation. "Evidence unclear" may mean the locator is vague, the personal contribution is uncertain or the artefact does not support the claim.

Create a short revision note using your existing feedback record. Record the issue, the change and how you checked that the change addressed it. For example: "The initial report claimed a saving from a forecast. I relabelled the amount, added sensitivity analysis and specified a benefits review. The revised conclusion now matches the available evidence."

Do not simply add paragraphs whenever feedback arrives. Sometimes the best revision is to remove an unsupported claim, narrow the scope or replace a weak artefact. Recheck the whole argument after a significant change: the recommendation must still follow from the revised analysis.

Preparing your explanation

The ALWI 06 brief specifies a fifteen-minute presentation with coach questions afterwards. Its suggested allocation is two minutes for context and starting capability, three for KSBs and learning, four for artefacts and tool choices, three for feedback and adaptation, two for employer value and limitations, and one for development. Follow your own brief's timing and arrangements for other themes.

Present directly from an organised evidence group where helpful. Open the relevant artefact at its precise location and explain what the reviewer should notice. Practise navigating between a claim, its source, your contribution, feedback and the resulting decision. Fluent speaking without accessible supporting records does not establish the practice.

Use a small number of readable visuals. Show one key calculation, decision comparison or evidence extract at the moment it supports your argument. Do not display confidential information that has not been authorised for sharing. Prepare an accessible version if the presentation format creates a barrier.

Practise answering: Why this method? What did you reject? What was your personal contribution? What would change your conclusion? How do you know? If you cannot answer, revisit the analysis rather than learning a more confident script.

Final quality check

Before submission, check that your report answers its original question, that the four sections are balanced and that the technical work meets the ALWI brief. Check calculations, dates, version names, reference links and evidence locators. Confirm permissions and acknowledge assistance. Separate reflective learning from material selected for EPA.

Then test one important claim backwards. Start with the recommendation, find the analysis that supports it, identify the underlying data and confirm its source. If the chain breaks, repair it before submission.

Practice and feedback

Choose one claim or annotation from your own workplace evidence group and improve it using the comparison between Extracts B and C. Locate the source, identify an important limitation and explain its effect on the conclusion. Do not supply an unobserved value or invent an event to make the account stronger.

For support, use the question "What would I need to know before acting on this claim?" For extension, design a small follow-up test that could disprove the improvement rather than merely confirm it.

Question 1. Does a longer evidence index necessarily increase the mark?

Feedback. No. Relevant, well-explained evidence is more useful than volume. Remove duplicates and explain why each retained item matters.

Question 2. Why does Extract C avoid claiming a permanent saving?

Feedback. The pilot is small and the conditions may change. The recommendation recognises the limits while proposing a way to test whether the improvement persists.

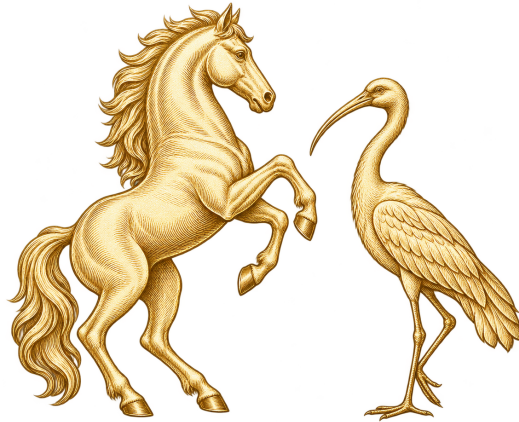
Question 3. A learner receives strong marks for writing but cannot explain the calculation. What remains unresolved?

Feedback. The learner's understanding and individual contribution are not established. Clear prose cannot substitute for technical competence. Revisit the calculation, identify support received and practise explaining the reasoning.

Taking the foundations into your ALWI

Read Chapter 4 next to deepen your consultancy and critical-analysis skills, then use your agreed ALWI theme guide. Carry three questions into every technical activity: What is new for me? What decision does this evidence support? What would make my conclusion less certain? Those questions connect learning, professional judgement and improvement across the whole library.

Consultancy and critical analysis of workplace practice



Consultancy helps people see a workplace situation more clearly and make a better decision. Examine existing practice fairly, construct a reasoned argument and test the value of your recommendation.

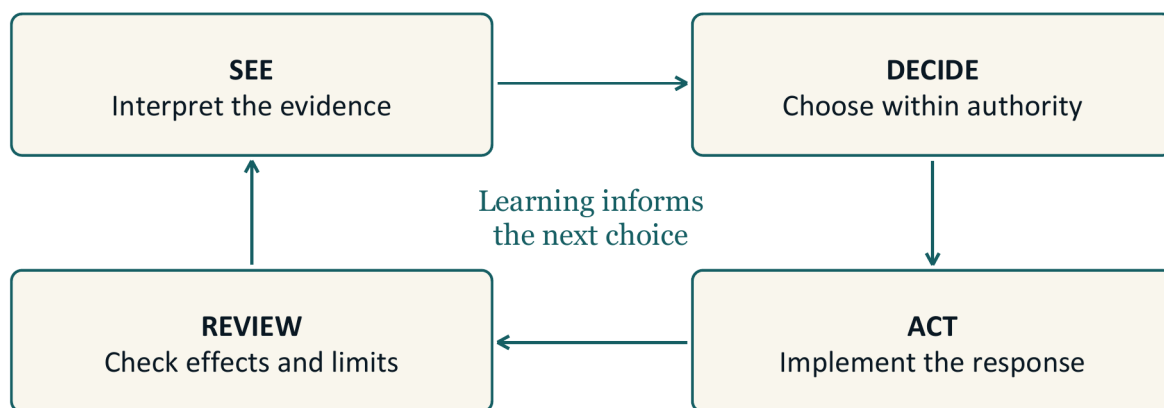
IN THIS CHAPTER

- ◆ Audit what current artefacts reveal and omit
- ◆ Build fair professional and academic criticism
- ◆ Translate analysis into decisions and demonstrable value

What you will learn

This chapter develops the critical writing and consultancy skills needed to turn real workplace evidence into a persuasive, professionally useful argument. Your starting material may be an existing **methodology, process, procedure, guideline, framework, report, model, schedule or decision paper**, together with records showing how it is actually used. You will learn to explain what that material helps people see, which assumptions and values shape its use, and whether it supports an appropriate decision. You will also learn how to construct an argument, challenge practice fairly, compare credible alternatives and write recommendations whose value can be examined. Chapters 2 and 3 established the reflective structure and assessment criteria; this chapter develops the reasoning inside that structure. Bring one authorised artefact from your own workplace and identify its owner, version, intended users and decision purpose. Work with what occurred and what the records establish, while making uncertainties and your own contribution clear.

An artefact should support a decision cycle



An issued report is an output. Its use and effects need separate evidence.

Figure 4. A workplace artefact becomes useful through interpretation, decision, action and review.

Artefacts shape what people see decide and do

An artefact is an identifiable item produced or used in work. A methodology becomes an inspectable artefact when expressed in a controlled manual, lifecycle description or other recorded form; a process may appear as a workflow, procedure or set of operating instructions; a guideline records advice for interpreting and applying practice. These items deserve critical examination alongside dashboards and spreadsheets because they influence responsibilities, information flows, approval rights and behaviour. Examine both the documented expectation and records of actual use. A process map can show that a review is required, but only an appropriate record can establish whether that review occurred, who contributed and what changed. Retain the document title, owner, date, version and relevant section, then link it to actual decisions or actions. If you examined somebody else's methodology, explain your analysis and any authorised changes; do not claim authorship of the original document.

Artefact or method	What to examine in authentic workplace use
Methodology or lifecycle guide	Principles, stages, roles, tailoring rules and evidence that these suit the work.
Process map or procedure	Sequence, handovers, checks, decision rights, exceptions and records of operation.
Guideline or practice note	Intended scope, advice, assumptions, review date and how users interpret it.
Framework or approach	Categories and priorities that direct attention, including relevant omissions.
Tool or analytical model	Data, logic, settings, assumptions and how its outputs inform a decision.
Technique	How the activity is performed, its conditions of use and evidence of its application.
Report or decision record	Claims, supporting sources, options, approval conditions and subsequent action.

The management system helps people **see, interpret, decide, act and review**. Its sensors may be measurements, conversations, observations or exception reports; its representations may be a process map, risk register, financial model or narrative explanation. Each directs attention to selected features of reality. Decision rules then express values: what matters, whose interests count, which trade-offs are acceptable and which constraints cannot be traded away. Methodologies and processes also organise action by assigning responsibilities and requiring controls. Your consultancy contribution is to examine the connections: whether the right evidence reaches the right person in time, whether the interpretation is justified, and whether the resulting action addresses the actual problem. More information is useful only when it improves the decision sufficiently to justify collection and maintenance. Sometimes the most valuable advice is to retain a suitable method, clarify its boundaries and use the existing evidence more intelligently.

Establish a fair basis for criticism

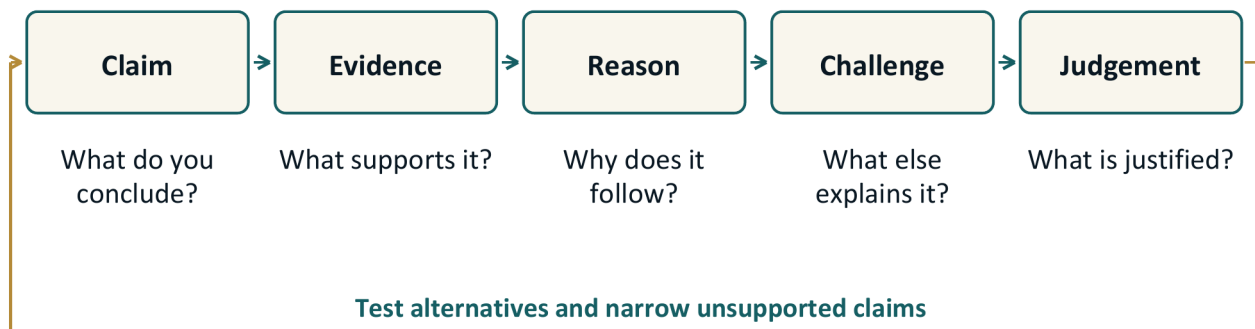
Begin by agreeing the client's decision, your remit and the criteria against which practice will be judged. Your client may be a manager, project team or external customer; identify who can authorise access and who owns the final decision. Define the work, period and population covered by your enquiry, and obtain the relevant versions of documents and supporting records. Ask the author or user what the method was designed to achieve before judging an apparent omission. A guideline may intentionally leave discretion to a specialist, while a procedure may prescribe a mandatory control; establish the document's actual status rather than inferring authority from its title. Record your learning baseline and the new knowledge that changed your understanding. This gives the review a defensible starting point and allows you to explain why the issue matters for this decision, rather than criticising a method merely because another method exists.

Distinguish observation, interpretation and unanswered enquiry throughout the analysis. "The supplied approval extract contains no resource-capacity assessment" describes what you inspected. "The organisation ignores capacity" generalises beyond that record. A professional enquiry asks where

capacity was considered, obtains the related evidence and then decides whether the omission concerns the analysis, its presentation or your access. Test the quality of what you find: definitions, completeness, dates, consistency, provenance and verification all affect the strength of a claim. A timely but unverified estimate may be less suitable than a checked figure; a checked figure from a different period may also mislead. Assess past decisions using the information reasonably available at the time and examine subsequent outcomes separately. Preserve uncertainty where records remain inaccessible, and narrow your conclusion rather than filling the gap with a confident assumption.

Set criteria that reflect the actual decision and compare alternatives fairly against them. These might include accuracy, timeliness, usability, accessibility, assurance, implementation effort and maintenance, with mandatory constraints identified separately from preferences. Consult people who produce the information, use it and experience the resulting decisions, including those whose views are less visible in formal reporting. Follow authorised confidentiality arrangements and collect only information relevant to the enquiry. Check whether a weakness belongs to the design of a method, poor implementation, unsuitable data or a mismatch between the method and its present use. Those explanations imply different remedies. A missing ownership field may require a small process revision; it does not automatically justify replacing an entire methodology. Record effective practice and the strongest defence of the current approach as carefully as its limitations, because a fair evaluation must explain what should be preserved.

Make the reasoning inspectable



Counterargument is a credible competing explanation, not a token objection.

Figure 5. A critical argument makes the claim, evidence, reasoning, challenge and judgement inspectable.

Build an argument the reader can test

A critical argument connects a defensible claim to a practical consequence through evidence and reasoning. Begin with a **claim** that answers a bounded question, such as whether the current reporting process provides sufficient information for a release decision. Select **evidence** that directly bears on that claim and identify its precise location. Then explain the **reasoning** that connects the evidence to the conclusion; this connecting logic is sometimes called the warrant. A missing approval timestamp matters because the decision requires confirmation that a review preceded release, not simply because timestamps are generally desirable. Consider the strongest **counterargument or alternative**

explanation, test it against the available records and adjust the claim where needed. Finish with a **qualified judgement and implication**: what can reasonably be concluded, under which conditions, and what the decision maker should do next. These are reasoning moves rather than compulsory sentence labels; the [University of Sheffield guide to developing an argument](#) explains their relationship.

Organise each substantial paragraph around one proposition, allowing enough space to develop it. The opening sentence states the point; the following sentences supply evidence, interpret it, examine a material limitation and connect the conclusion to the decision. Avoid a sequence of disconnected statements beginning “I learned”, “I applied” and “I evaluated” without explaining the relationship between them. A developed account might explain how learning exposed an assumption in an existing guideline, why you chose a particular test, what the test revealed and how you changed your recommendation. Use transitions to express real relationships: “because” introduces a reason, “however” marks a relevant limitation, and “therefore” should follow only where the preceding evidence supports the inference. Longer paragraphs are useful when they develop one line of reasoning; divide them when the main proposition changes. Clear argument depends on connected thought, not on complex vocabulary or paragraph length alone.

The following **illustrative argument pattern** shows these moves using placeholders. It is a writing model to adapt only after examining your own authorised records; it does not describe completed workplace activity:

I judge [named procedure and version] suitable for controlling routine submissions but insufficient, on the evidence currently available, to confirm the timing of exception approvals. Section [locator] assigns review responsibility, while [actual records and dates] show [observed condition]. This matters because [specific decision or control requirement] depends on knowing whether the review occurred before [action]. The strongest alternative explanation is that the approval is recorded in [related system]; I therefore checked [actual source or enquiry]. That check established [verified finding], although [remaining access or sampling limitation] restricts how widely I can generalise. I recommend [proportionate action], while retaining [effective existing control], because it addresses the identified gap without [unnecessary burden]. The owner should review [measure and date] before extending the change. At this stage, my evidence supports [bounded conclusion]; it does not yet establish [unverified outcome].

Notice how the judgement is restricted to a particular control and evidence base. The document reference makes the expectation inspectable, the operational records test its application, and the explanation shows why the gap matters. The alternative explanation receives a fair test rather than a token mention, while the limitation controls the strength of the conclusion. The recommendation follows from that analysis and preserves what already works. When drafting your own paragraph, check each link: does the source support this exact statement; have you explained why it matters; would a reasonable reader accept the inference; and what evidence would change your view? If a link is missing, obtain further evidence or reduce the claim. Additional description cannot repair an unsupported inference. Acknowledging that the records do not yet establish an outcome can make the argument stronger because the reader can distinguish knowledge from expectation.

Criticise professionally and academically

Professional criticism concerns the suitability and consequences of practice, expressed in a way that helps people improve it. Describe an observable feature, assess it against an explicit purpose and explain a proportionate response. “The escalation procedure is poor” provides neither a testable claim

nor useful direction. A more defensible statement would identify the relevant section, explain that the decision owner for a specified exception is unclear, show how this affected an actual enquiry and propose clarification through the authorised owner. Use that statement only if the records support it. Avoid attributing motives or incompetence to colleagues, and distinguish disagreement with a recommendation from criticism of the person who made it. Invite the author to explain the context and retain a reasoned rejection of your suggestion where it changes your assessment. Respectful language should remain precise: a confirmed serious control gap requires a clear statement, appropriate escalation and an explanation of its consequences.

Academic criticism adds careful examination of the sources and reasoning underpinning the method. Represent an author's argument accurately before evaluating its assumptions, evidence, research design, scope and relevance to your workplace. A study involving large, stable programmes may offer useful concepts without establishing the same effects in a small, changing team. A professional standard may define expected practice without proving that every application produces a particular benefit. A vendor description can establish a product's advertised functions, while your own performance claim needs documented testing under relevant workplace conditions, with proportionate checking and corroboration. Distinguish these roles instead of treating all citations as interchangeable authority. Paraphrase in your own words, retain the source's qualifications and use the referencing style required by the programme, with page or section references where useful. Read the material you cite; do not rely on an abstract or somebody else's quotation for a claim whose meaning depends on the full argument.

Synthesis is the point at which sources inform your judgement together. Instead of writing one paragraph summarising each author, organise the discussion around the decision question and compare what the sources explain, where they agree and why their conclusions differ. Connect that comparison to your workplace evidence. For example, a prescribed methodology may emphasise consistent approval stages, a technical source may explain timely risk review, and your workflow records may reveal how those requirements interact. Reason about their fit and the conditions under which each source is useful. Use calibrated language: “demonstrates” needs stronger support than “suggests”, and “is consistent with” does not establish causation. The [University of Sheffield guidance on critical writing](#) develops this distinction between description and reasoned evaluation. A source should help explain or challenge a claim, rather than decorate it. Professional recommendations and academic rigour reinforce each other when the report moves from an accurate account of knowledge to a transparent judgement about this particular workplace.

Evaluate what methods reveal and leave uncertain

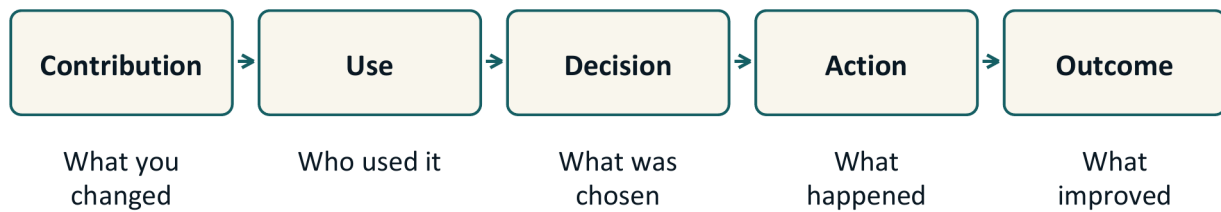
PESTLE illustrates why a tool should be judged against its purpose. It directs attention to political, economic, social, technological, legal and environmental influences outside an organisation; the [CIPD PESTLE factsheet](#) explains its use in examining the external environment. An expansion paper may use it well to identify demand and regulatory developments while still requiring internal evidence about skills, workload, resources and wellbeing. A fair critique recognises the external insight, checks whether those internal matters were assessed elsewhere and then explains any remaining gap for the expansion decision. It would be inappropriate to declare PESTLE defective simply because it is not an internal-capacity assessment. The useful judgement concerns the combined evidence supporting the commitment. Where authorised capacity records already establish readiness, the improvement may be a clearer cross-reference; where they do not, the recommendation may be further investigation before approval. State what would change your conclusion.

Earned value management integrates scope, cost and schedule performance against a baseline, and supports forecasts whose assumptions require examination. In an **illustrative calculation**, planned value of £100,000, earned value of £80,000 and actual cost of £90,000 produce a cost performance index of 0.889 and a schedule performance index of 0.8. These indicate unfavourable cost efficiency and less budgeted work accomplished than planned; they do not establish that completion will be exactly 20% late. If budget at completion were £200,000 and current cumulative cost efficiency were assumed to continue, dividing that budget by the unrounded cost index gives an estimated £225,000. The [US Department of Energy EVM guidance](#) and [formula reference](#) explain these measures. Your critique should test the progress rules, cost completeness, reporting dates and applicability of the forecasting assumption, then consider future risk and remaining work. A favourable aggregate can coexist with a delayed critical activity. Use logic-linked schedule and risk analysis as complementary evidence; the [NASA Schedule Management Handbook](#) discusses schedule analysis alongside earned value. Criticism is stronger when it identifies what additional evidence the decision needs than when it dismisses a useful indicator.

A methodology, process or guideline can be evaluated through the same reasoning, while recognising that it also directs action. Examine whether its sequence and roles suit the work, whether tailoring and exception rules are clear, and whether the required information reaches the decision maker at the right point. Compare the prescribed workflow with a traceable sample of actual use, recording how and why the sample was chosen. A formal approval stage may support accountability yet delay an urgent decision if escalation arrangements are unclear; equally, a delay may arise from incomplete submissions rather than the procedure itself. Test these explanations before proposing fewer controls. An outdated guideline may require revision, but its age alone does not prove that its advice is wrong. Evaluate the relevant content against current requirements and observed practice, distinguish mandatory requirements from discretionary recommendations, and obtain the appropriate specialist input before advising a change beyond your authority.

Decision models also deserve examination because criteria, scoring scales and weights express values. In multi-criteria decision analysis, a weight concerns the value of a change across a defined performance range; it is insufficient simply to ask which criterion sounds most important. The [Government Analysis Function MCDA guide](#) and [government multi-criteria analysis manual](#) explain constructing and testing comparisons. Separate mandatory constraints from preferences: a high preference score cannot compensate for a failed mandatory requirement. Exclude or redesign a non-compliant option through authorised governance before comparing admissible options. Check for overlapping criteria and make clear how financial costs enter the appraisal. In an additive model, strong performance on one criterion may offset weakness elsewhere, so examine whether that trade-off is acceptable. Test plausible changes to evidence, scores and weights and report when the preferred option changes. A sensitive ranking calls for a transparent discussion with the authorised decision maker, rather than adjusting weights to restore your favoured answer. Your report should show whose priorities were considered and why the final trade-off is defensible.

Follow the contribution through to value



At each link: locate the record, the date and the person who can corroborate it.

Separate observed outcomes from forecasts. Account for effort and other influences.

Figure 6. Contribution creates value only through use, decisions, action and observable outcomes.

Demonstrate value with evidence and proportionate claims

A consultancy report creates value when it improves a relevant decision or action sufficiently to justify the resources involved. Define the expected value with the client before changing practice where possible, identify the starting position and agree how progress will be reviewed. Follow the chain from your contribution to its use: you may have clarified an assumption, revised a guideline or compared options; a decision record should then show whether the analysis was considered, what was decided and who acted. Subsequent evidence is needed to establish the resulting effect. Separate the quality of the deliverable, the quality of the decision and the eventual business outcome. A well-designed report can remain unused, a well-supported decision can encounter an adverse event, and a favourable outcome can arise despite weak reasoning. These distinctions help you explain your actual contribution without claiming sole credit for everything that followed.

Choose measures that represent the decision purpose and acknowledge their limitations. If the issue is unclear handovers, useful evidence may concern unresolved responsibilities, repeated clarification requests or approval timing; if it is forecast reliability, define the forecast date, comparison point and scope consistently. Pair quantitative measures with records explaining what changed and why. Staff feedback can establish experience and usability but does not independently prove a financial saving. Where possible, compare the same activity before and after the change and investigate alternative explanations such as workload, staffing or a separate improvement. A short observation period or small sample limits generalisation. Describe your role in a contribution claim supported by the evidence, and reserve causal language for a design capable of supporting it. Risk reduction may be a reasoned expectation based on better controls; the absence of an incident does not by itself show that your intervention prevented one.

Include the cost of creating, introducing and maintaining the improvement. In an **illustrative resource calculation**, a revised report reduces preparation by 60 minutes per cycle but adds 20 minutes of validation, giving a net release of 40 minutes per comparable cycle. Eight hours of setup would therefore be recovered after twelve such cycles if no additional operating burden arose. The

calculation should be adjusted for actual training, licensing, maintenance and review effort, and its assumptions tested if reporting volume changes. Released salaried time represents capacity unless expenditure actually falls; explain how the capacity is used before describing a further benefit. Record measured effects, forecasts and unresolved expectations separately, avoiding false precision or invented monetary values for wellbeing and assurance. A useful recommendation identifies the owner, action, resources, approval conditions, review date and success measure, together with a condition for revising or stopping the change if it fails to deliver the expected value.

Write a consultancy report that supports a decision

A valuable consultancy report allows its reader to understand the decision, inspect the reasoning and act on a proportionate recommendation. Agree its audience, question, scope, authority and expected output before drafting. A short decision paper may meet the need better than an extensive report, while a consequential decision may require substantial supporting analysis. Use the executive summary to state the decision required, the main finding, the recommended response, the strongest reason and the most important limitation or condition. Write it after the analysis, even though it appears first. It should be understandable without the appendices and consistent with the conclusions in the body. Avoid beginning with several pages of general management theory or introducing a recommendation that the report has not assessed. The [Monash University business report guide](#) explains how report structure serves its purpose and audience. Your reader needs to see how the investigation addresses their responsibility and what remains for them to decide.

In the body, establish the context and scope briefly, then explain your method of enquiry: which artefacts, periods, people and records you examined, how material was selected, what criteria you used and what you could not verify. Present findings separately from interpretation so the reader can distinguish an observed condition from your explanation of it. Organise the analysis around a small number of decision-relevant issues, each supported by precise evidence and developed through the argument structure above. Compare credible options, including retaining the present approach where appropriate, against consistent criteria and mandatory constraints. Explain costs, benefits, assumptions and trade-offs, and identify why one option is preferable under the stated conditions. Place detailed calculations, redacted extracts and supporting comparisons in linked appendices or existing records, keeping enough evidence in the main discussion for the reasoning to be followed without constant searching.

Recommendations should emerge directly from the findings and options appraisal. For each substantive action, explain what should change, why, who has authority, what resources or dependencies are involved and how implementation and value will be reviewed. Distinguish a recommendation from an approved commitment, and identify any specialist review required before proceeding. If the evidence supports only a limited trial, recommend that scope and define what would justify wider adoption. Conclude by answering the original question at the strength the evidence permits, including unresolved matters and the decision still required. Edit for usefulness: remove repeated background, unsupported claims, unused references and charts that do not support an argument. Check that the executive summary, analysis and recommendations agree on scope, figures and limitations. A concise report can have high value when its reasoning is inspectable and actionable; length, technical terminology and visual polish cannot substitute for those qualities.

The following **executive-summary scaffold** demonstrates a connected recommendation rather than a completed consultancy finding. Replace the prompts only with facts supported by your workplace evidence:

This review addresses whether [current methodology, process or guideline] provides sufficient support for [specific decision]. Examination of [identified versions and operational records] against [agreed criteria] found [principal verified finding], while [effective feature] remains suitable. The evidence indicates [reasoned implication], although [material limitation] prevents a wider conclusion. I considered [credible alternatives, including retention where relevant] and recommend [proportionate response] because [evidence-based advantage and trade-off]. This requires [authorised owner or decision], [resources or dependencies] and [approval condition]. The expected value is [defined benefit], which should be tested against [baseline and measure] by [review point]. At present, [measured effect or decision improvement] is supported; [future outcome] remains a forecast. The decision requested is [clear action or approval], subject to [remaining condition].

This structure makes value visible by linking the problem, evidence, reasoning and requested decision. It also gives the reader a way to challenge the recommendation: they can inspect the chosen criteria, question the alternatives or test the assumptions. Before submitting, ask a colleague to identify your main claim, its strongest supporting evidence and its most important limitation from the summary and analysis. If their interpretation differs from yours, revise the explanation rather than assuming the reader has misunderstood. Use active, precise language to identify your work, and attribute contributions to others. Recommendations should remain feasible within the client's authority and capacity. Record the actual response and any resulting revision, because evidence that your advice was considered and adapted is often more useful to the ALWI portfolio than an unreviewed document that merely appears complete.

Connect the report to your ALWI evidence group

A consultancy report can be one artefact within an ALWI group; it does not replace the underlying evidence of practice. Link the existing methodology, process or guideline to your review notes, source checks, option analysis, consultation, authorised revision, decision record and follow-up where these actually exist. For each selected artefact, identify its title, date, version, purpose, author or owner, your personal contribution, other contributors, exact page, section, row, cell or timestamp, and any limitation. An annotation should explain what the item establishes and what it cannot establish. For example, an annotated procedure may show your identification of an unclear handover, while meeting feedback corroborates your discussion, an approved revision records the authorised change and later operational records support a claim about its use. A copied guideline establishes the source; the evidence of your interpretation, application and review establishes your contribution.

Follow the supplied ALWI-06 approach by explaining each selected KSB separately against the relevant artefact, rather than attaching a list of codes without reasoning. Use one focused theme, exceptionally two connected themes, and select no more than three distinct Knowledge, three Skills and three Behaviour KSBs for the ALWI. Some items provide context or corroboration without supporting a separate competence claim. Keep the 2,000-word reflective companion within the established 300/700/700/300 structure: explain the context, what you learned and evaluated, what you selected and applied, and what the evidence supports about benefits and recommendations. The consultancy structure can improve an existing workplace report or the reasoning within your ALWI; it does not introduce an additional compulsory report. Keep college reflection and self-assessment separate from authenticated factual workplace material selected for EPA, and record only actual eligible new learning in the provider's learning log, subject to its validation.

Practise argument and consultancy writing

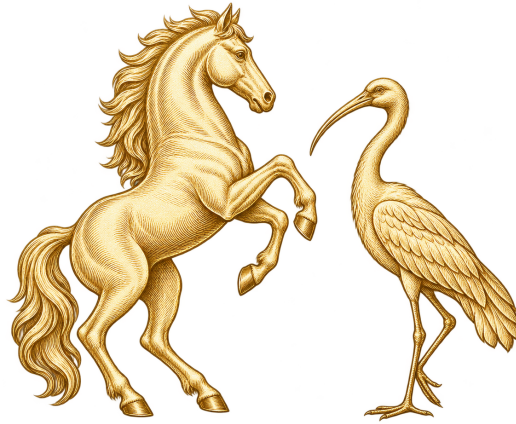
Choose one authorised methodology document, process, guideline or report that informs an actual decision in your work. Identify a single claim or control at a precise location and agree the scope of your review. Establish what it helps users see or do, examine one decision-relevant limitation and test the strongest explanation for that limitation with the owner or user. Compare retaining the approach with a proportionate adjustment or complementary method, using evidence from actual practice. Write one developed critical paragraph and a short executive recommendation, explaining your claim, evidence, reasoning, counterargument, qualified judgement and proposed action. These are drafting activities for your existing ALWI, not additional submission requirements. For support, begin with a single procedure step and discuss its intended purpose with its owner. For stretch, invite a colleague to defend the current method, test an alternative explanation for the apparent benefit and revise your conclusion if warranted. Retain the response and any authorised changes; where the evidence supports no change, explain that judgement honestly.

Question 1. A methodology document requires an approval, but the supplied extract contains no record of it. Can you conclude that the team bypassed the control? **Feedback.** The extract alone establishes an evidence gap in what you inspected. Locate the applicable version and actual workflow records, ask where approval is recorded and test whether the gap concerns operation, documentation or access. State a qualified conclusion and explain its consequence for the decision; do not infer misconduct from missing material alone.

Question 2. Your paragraph accurately summarises two frameworks and includes references, but recommends one without connecting either to the workplace evidence. What is missing? **Feedback.** Develop the argument: state the decision criteria, use precise evidence, explain why each framework fits or fails under those conditions, consider the strongest alternative and qualify the recommendation. Referencing establishes the source of ideas; it does not supply the reasoning needed to justify your choice.

Question 3. A new reporting guideline receives positive feedback and saves preparation time. Can the executive summary claim that it improved project profitability? **Feedback.** Distinguish experience, net resource effects, changed decisions and financial outcomes. Include validation and maintenance effort, establish whether released capacity reduces expenditure, and investigate other causes of any financial change. Report only the value supported by the current evidence, identify forecasts separately and specify how remaining benefits will be reviewed.

Safe delivery through project controls



Translate applicable health, safety and environmental requirements into realistic controls provision. Show how your learning and responsible action helped an authorised workplace decision.

IN THIS CHAPTER

- ◆ Identify applicable safe-delivery requirements
- ◆ Evaluate controls methods within your authority
- ◆ Substantiate contribution and employer value

ALWI 01

Primary focus K9 S9 B1

What you will learn

You will learn to translate applicable health, safety and environmental requirements into realistic controls provision; compare and adapt methods within your authority; and substantiate personal learning, responsible action and employer value through connected workplace artefacts.

Recall the foundations: what makes an artefact attributable, and what distinguishes approval from implementation? This ALWI concerns an authentic work package. Your task is to investigate its requirements, improve the relevant schedule, resources or cost provision, obtain review and follow through. The 2,000-word commentary explains that practice; it cannot substitute for it. Across the fourteen-theme library, agreed assignments develop coherent evidence groups rather than fourteen fictional case responses.

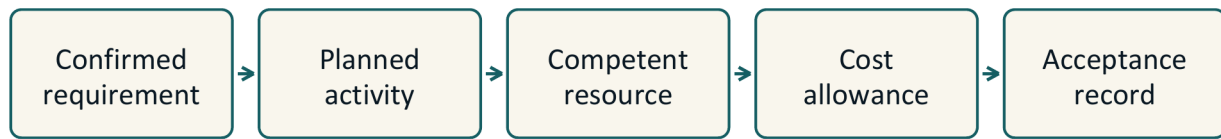
Agree a real decision and starting point

Choose a bounded package with your coach and manager where you can influence a genuine controls decision. An upcoming access window, readiness review or handover may provide an opportunity. Establish the scope, current plan, decision owner, technical reviewers and permission to retain evidence. Allow time for learning, application and subsequent review. If access is restricted, agree a smaller legitimate opportunity rather than reconstructing an event that never occurred.

Begin after the relevant sector safety and safety-in-design learning. With competent support, establish which health, safety and environmental requirements apply and their implications for controls. Where construction duties apply, develop the relevant CDM understanding with responsible specialists. Explain applicability; an unexplained legislation list or copied policy is insufficient. A project-controls practitioner supports safe delivery but does not approve operating methods beyond their competence or authority.

Record an honest learning baseline. You may already update schedules yet need to learn how verification requirements affect logic, competent attendance, allowances and release decisions. Identify the source, version, training or specialist feedback that develops this understanding. Retain the starting plan so later revisions can show what changed and why.

Trace the requirement into real provision



COMPETENT SPECIALISTS

Confirm applicability and acceptance.

PROJECT CONTROLS

Link time, availability, provision and records.

Mandatory provision is not probability-weighted. Planning does not prove completion.

Figure 7. Safe provision links a confirmed requirement to time, people, cost and acceptance evidence.

Use tools to expose missing provision

Trace each selected requirement through activity, dependency, responsible resource, allowance and acceptance evidence. Check its source and applicability with the specialist before embedding an interpretation in the plan. A risk register identifies uncertainty and responses, but does not necessarily reserve time, people or money. A requirements matrix linked to existing schedule and cost records is useful when the problem is omitted provision. It becomes weak when links are stale or copied without checking delivery constraints.

Compare a realistic alternative. A checklist may suffice for a small repeatable package with stable requirements. Interacting prerequisites may need dependency analysis and specialist review. Explain why you selected the method and why you omitted others. Omitting unnecessary complexity is defensible; omitting a necessary requirement because your preferred tool cannot represent it is not.

Check calendars, availability, access and existing budget coverage. In an illustrative calculation only, two people attending a three-hour review at £70 per person-hour require six person-hours and £420. The review ordinarily occupies three elapsed hours, not six. These are invented arithmetic inputs, not workplace evidence or benchmark rates. Do not probability-weight the provision for a mandatory activity or add an allowance already included elsewhere.

Use feedback to test your proposal. If the resource owner cannot supply the planned specialist, retain the response and your revised sequence or escalation. Do not silently remove the prerequisite to protect a milestone. Obtain the appropriate technical review and controls approval, record unresolved assumptions, and distinguish your recommendation from the decision taken by the authorised manager.

Build one connected artefact group

Select existing records that show the decision from starting position to follow-up. The seven types below are a menu, not seven compulsory uploads. The locator patterns illustrate the precision required; use the actual references in your workplace records.

Starting position and authorisation. Retain the approved task, your remit and the original planning difficulty. Locate the relevant work-order paragraph and baseline activity IDs, not merely the folder. Explain what you investigated; distinguish the manager's authorisation from your analysis. The manager can confirm the remit. This establishes context, not technical competence or a completed improvement.

Applicable requirements and interpretation. Use authorised extracts showing the requirement, its version and applicability. Cite the exact clause and your annotated matrix row explaining the schedule, resource or cost consequence. Identify your interpretation and the specialist who checked it. This may support K9 reasoning; a policy copied without explanation establishes only the source, and unresolved interpretation must remain visible.

Requirements to controls links. Retain the rows connecting selected requirements to activities, owners, allowances and acceptance records. Identify the cells you authored and their source references. Corroborate the links through reviewer comments or meeting items. This can support S9 application, but a completed matrix does not establish that the activities occurred. Mark unconfirmed owners or dependencies rather than presenting them as settled.

Schedule and resource revisions. Preserve relevant before-and-after extracts with revision dates, changed activity IDs, logic, durations and resource commitments. Explain which changes you prepared and which a planner or manager approved. Resource-owner responses substantiate availability. This shows planned provision; a screenshot without calendars or predecessor context may conceal an infeasible sequence.

Cost and allowance working. Retain the authorised quantities, rate sources, calculations and duplication check. Give worksheet names and cell ranges, identifying your calculations separately from finance inputs. Obtain the appropriate review and link comments to the revised values. This may support S9 where cost provision is relevant. Forecast cost is not expenditure, and an unconfirmed rate limits the conclusion.

Review and responsible action. Keep the issue, your challenge, technical advice, decision and agreed actions in existing correspondence or minutes. Cite dated message paragraphs or meeting items. Ask a colleague to corroborate what they observed you raise, check or escalate. This can support B1, but attendance or generic praise cannot demonstrate responsible conduct; one interaction does not establish consistency.

Implementation and follow-up. Select status records, attendance confirmation, verification completion or handover checks relevant to your change. Cite the exact activity update, acceptance entry and review date. Separate your follow-up from evidence produced by delivery specialists. Their confirmation can substantiate use and sequence. A pending acceptance or short observation period limits claims about effectiveness and sustained improvement.

Make each artefact assessable

Use the existing LMS or provider record. Give its ID, title, date and version; workplace purpose; your contribution; other contributors; selected KSBs; exact location; a separate statement for each selected code; related evidence; and limitations or next steps. Follow authorised disclosure and redaction arrangements. Where one evidence type uses several uploads, identify each item and explain its individual purpose. Do not create another parallel pack.

The following is an illustrative annotation scaffold, not a claim that work occurred. Replace every bracketed field with verified details and remove any sentence unsupported by your records.

I prepared [artefact ID and revision] to support [actual decision]. In [matrix rows], I translated [confirmed requirement and clause] into [specific prerequisite]. I had previously relied on [existing approach]; [learning source] helped me recognise its omission of [time, resource or acceptance provision]. I compared [alternative] but selected [method] because [workplace reason]. My changes appear in [activity IDs or cells], while [colleague] supplied [technical input]. Feedback at [dated review item] identified [constraint], so I revised [specific element]. [Decision record] confirms what was approved. [Follow-up locator] shows the current result; it does not yet establish [remaining limitation]. I will check [measure] with [owner] by [date].

The annotation connects a source to your judgement and action. Its references should lead to readable evidence, including feedback that changed your first approach. An unexplained attachment cannot provide this reasoning.

Explain knowledge skill and behaviour separately

For **K9**, explain what you learned about the applicable requirements and why they change controls provision. Point to your interpretation and the source that informed it. A competent specialist's conclusion is an input; your explanation must demonstrate your own understanding and its limits.

For **S9**, explain what you personally translated, calculated, linked or revised. Locate the result and the review that checked it. Separate your contribution from others' work. Do not claim every schedule or cost row if your actual responsibility covered only one prerequisite.

For **B1**, describe observable responsible action: checking a doubtful assumption, raising an omission through the proper route and following through. Link dated interactions and specific corroboration. Do not attach all three codes to every artefact. Some records establish context only; stronger claims of consistent conduct require more than one relevant occasion.

Evaluate the decision and employer value

Compare the actual outcome with the starting omission. An approved plan with identifiable prerequisites is an immediate controls improvement; completion and effectiveness need subsequent evidence. Record what changed, what remained unresolved, review effort and other contributors. Better readiness or reduced rework may be expected benefits until measured. Absence of an incident does not prove your intervention prevented one.

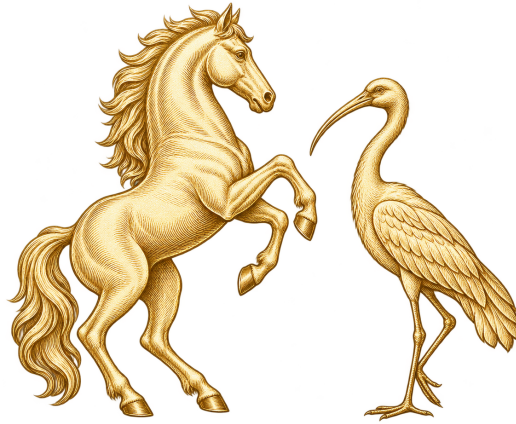
Use the common 300/700/700/300 structure for context, learning, tools and application, and business benefits. Keep the reflective commentary in the college learning record. Select factual attributable workplace artefacts separately for EPA consideration with your coach; the commentary and self-assessment do not become portfolio evidence merely by being attached.

Practise with your workplace evidence

Choose one confirmed prerequisite in your current work package and trace its provision through the existing plan. For support, review the source and proposed link with the responsible specialist. For stretch, investigate an interacting resource constraint and explain how its resolution affects the sequence, cost and approval conditions.

1. Your live plan omits a confirmed verification activity. Which records will show your response? Retain the source, original omission, revised logic and allowance, authorised review and follow-up. A new risk-register entry alone does not establish provision.
2. A specialist challenges your assumed duration. How should you respond? Check the basis, revise or justify it with the responsible reviewer, and preserve the feedback and change. Unsupported defence of the original date weakens the account.
3. Approval exists but delivery has not started. What value can you claim? Explain the approved improvement and forecast benefits, identify implementation evidence still needed, and agree a review. Do not report future outcomes as realised.

Ethical inclusive and responsible controls



Responsible controls practice considers the people affected by a decision and the obligations shaping it. Explain how your actual choices address ethics, inclusion and professional responsibility.

IN THIS CHAPTER

- ◆ Recognise affected groups and ethical constraints
- ◆ Evaluate inclusive and responsible controls choices
- ◆ Retain evidence of your judgement and action

ALWI 02

Primary focus K11 S11 B2.2 in the programme map

What you will learn

You will learn to investigate an ethical weakness in real controls work; compare and implement proportionate responses; and substantiate judgement, inclusion and value through connected artefacts. Recall the foundations: what makes a claim verifiable, and why must its limitations remain visible?

This ALWI develops authentic workplace practice and a coherent evidence group. Your 2,000-word commentary explains learning alongside records of what you investigated, recommended, changed and reviewed. It cannot replace them.

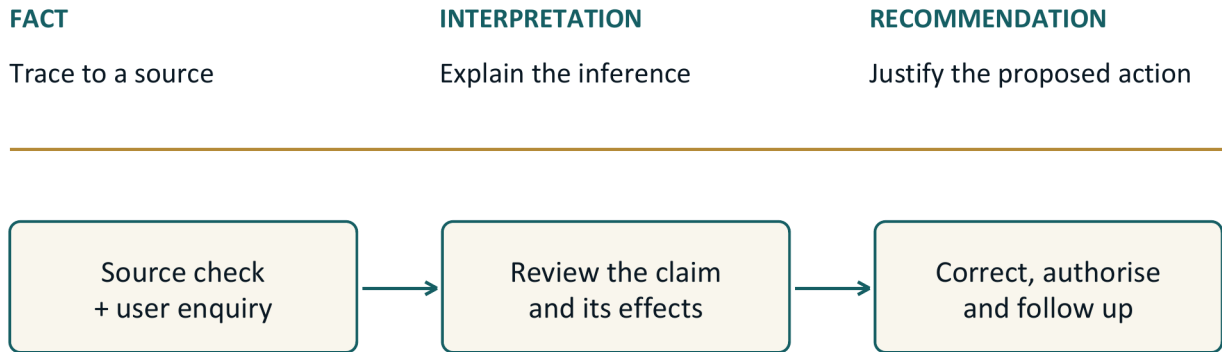
Choose an ordinary decision worth improving

Agree one manageable opportunity with your coach and employer. In the programme's AI module, this could concern misleading generated commentary, confidentiality, biased assumptions or unequal access to a controls workflow. Establish the actual process, purpose, owner, users, difficulty, your remit and permission to retain redacted evidence. Do not manufacture an ethical breach.

Identify your learning gap: distinguishing facts from unsupported inferences, or understanding how reporting arrangements exclude contributors. Name the policy, teaching, professional code or reviewed guidance that changed your understanding. Consult the process owner where duties or permissions are unclear.

Preserve the agreed mapping of K11, S11 and B2.2. B2.2 is the programme map's specific label; confirm with your coach how it relates to the full B2 wording and your registered standard. One ethical action cannot establish every element of the broader behaviour. Similarly, limit knowledge and skill claims to demonstrated work.

Separate what is known from what is inferred



Correct arithmetic does not establish complete coverage, fair access or justified wording.

Figure 8. Ethical reporting distinguishes facts, interpretations and recommendations, then tests their effects on users.

Investigate before selecting a response

Examine a permitted sample of the actual output and its source. Separate facts, interpretations and recommendations. Correct arithmetic may still mislead when missing updates, an uncertain baseline or a selective comparison is concealed. Trace material statements back to records; identify where the source does not justify the wording. Retain the original version securely to explain subsequent corrections.

Use proportionate enquiry to investigate affected users' experience. A consultation can reveal timing, language or access barriers that a technical test misses. Do not infer a colleague's needs from a job title or request unnecessary personal information. Explain the enquiry, offer suitable contribution routes and check whether your proposal addresses the difficulty. Inclusion means a fair opportunity to contribute and reasoned consideration, not automatic acceptance of every request.

Compare feasible responses. Correcting one sentence is quick but leaves the generating process unchanged. A source-to-claim checklist helps reviewers detect unsupported assertions but depends on accessible sources and review capacity. Structured testing can reveal recurring failures but covers only the conditions selected. A review gate needs someone able to inspect evidence, reject output and obtain correction. Justify your combination against the risk and workload.

Explain omissions too. A large survey may be disproportionate where a small group needs detailed follow-up. Removing all commentary may avoid one misleading claim while depriving decision-makers of necessary context. Neither omission excuses ignoring an affected group or an unresolved material uncertainty. Where AI is involved, follow the employer's approved data and tool arrangements; a learning exercise does not authorise entering confidential information into another service.

Apply review and adapt in the real workflow

Prepare a recommendation that distinguishes the issue, evidence, options, decision required and residual limitations. Obtain approval for wording, access, responsibility or escalation changes; retain

both versions. If feedback shows that a proposed approval step creates delay or leaves users unable to challenge the output, adapt the arrangement and explain the compromise rather than hiding the objection.

Follow the change into use. Observe what the reviewer checked, what was corrected, whether affected colleagues could contribute and which limitations persisted. A rejected recommendation can demonstrate learning through its reasoning and next steps; it cannot establish implementation. Avoid declaring a process fair simply because nobody complained; people may lack access, confidence or a usable feedback route.

Assemble a coherent artefact group

The following seven evidence types help connect enquiry, judgement, action and review. Use existing records; these are not compulsory files. Suggested locators describe the precision needed.

Starting output and remit. Retain an authorised original report extract and task or approval record. Cite its date, version, relevant paragraph and decision purpose. Identify the statement you investigated and who commissioned or permitted the review. The process owner can corroborate your remit. An original output establishes the starting condition, not your contribution to producing it.

Applicable principles and policy interpretation. Select the relevant policy clause and your explanation of its practical consequence. Locate the clause and the paragraph of your options or review note that applies it. Identify your reasoning separately from advice given by the policy owner. This can support K11; copying a code does not demonstrate understanding, and unresolved applicability must remain explicit.

Source and process analysis. Preserve the source-to-statement links, missing information, workflow step or access issue you examined. Point to the exact source field, report sentence and annotated process step. Explain your checks and the records supplied by colleagues. A data or process owner can validate the interpretation. A narrow sample limits conclusions about the wider process.

Consultation and inclusion evidence. Use permitted enquiry notes, feedback or an accessibility review. Locate the question, response and resulting requirement without disclosing unnecessary personal details. Explain how you invited contributions and checked understanding. The participant or process owner can confirm the interaction. Attendance or a positive response alone does not prove equal access or that all relevant perspectives were considered.

Options and authorised decision. Retain your comparison, recommendation and the actual response. Cite the option paragraphs, decision date and approval item. Distinguish your analysis from the manager's authority and show why an alternative was rejected. Distinct explanations may support K11 and S11. Approval does not establish use or effectiveness.

Implemented correction and test. Preserve revised wording, workflow instructions or access arrangements with the original version and authorised test results. Locate changed paragraphs, workflow steps or test rows and record who prepared each element. Reviewer comments can corroborate your action. This supports S11 where application is demonstrated; successful tests do not establish reliability outside the tested conditions.

Follow-up and observed conduct. Select actual review outcomes, correction records and specific witness observations. Cite dated review items or messages recording what you challenged, explained or followed through. Identify contributions from other reviewers. This can support the agreed behaviour

claim and evaluation of value. Generic praise cannot establish conduct, and a short review cannot establish sustained fairness or trust.

Explain an artefact rather than merely attaching it

In your existing LMS or provider record, give the ID, title, date and version; workplace purpose; your contribution; other contributors; selected KSBs; precise evidence location; individual claim statements; related evidence; and limitation or next step. Obtain permission and redact responsibly. Removing names may still leave people identifiable through context. Preserve sufficient authorised context through the employer's disclosure arrangements.

This illustrative annotation scaffold teaches writing about evidence; it is not a real workplace account. Replace its brackets with verified information and omit unsupported assertions.

I reviewed [output and version] because it informed [actual decision]. At [paragraph or cell], the wording presented [interpretation] as an established fact, although [source locator] showed [specific limitation]. Learning from [source] changed how I evaluated that statement. I compared [options] and recommended [action] because [reason]. I prepared [exact change]; [colleague] checked [input] and [owner] authorised [decision]. Feedback in [related artefact] showed [remaining difficulty], so I adapted [element]. The follow-up at [locator and date] establishes [observed result]. It does not prove [broader claim]. I recommend [next check], with [owner] reviewing it by [date].

The annotation distinguishes your judgement from team authority. Explain a specific limitation rather than adding a generic disclaimer to an exaggerated claim.

Make separate claims for each selected code

For **K11**, explain the principle you learned, the competing considerations and why your choice was justified. Link your interpretation to the policy and options record. Do not treat recital of ethical terminology as evidence that you understood its application.

For **S11**, explain the responsible practice you personally applied: source checking, a correction, a reviewed recommendation or an implemented process change. Locate the action and corroboration. If someone else implemented your proposal, describe your recommendation and follow-up accurately.

For **B2.2**, use the coach-agreed wording to explain observable conduct, such as raising an unsupported claim honestly, considering affected colleagues and following the agreed route. Cite what a witness saw and when. One occasion supports a bounded claim; consistency needs further observations. Not every artefact needs all three codes, and some establish context only.

Evaluate value and the next decision

Compare equivalent outputs or review periods where possible. Actual value might be a misleading statement corrected before issue, a functioning challenge route or fewer unsupported statements in the reviewed sample. State the denominator, conditions and other changes affecting the result. Improved trust or future decision quality may remain expected benefits. Released time is not automatically cash saved; clean tests do not prove absence of bias.

Use the 300/700/700/300 structure for context, learning, application and benefits. Keep this reflective commentary and self-assessment in the college learning record. Select attributable factual

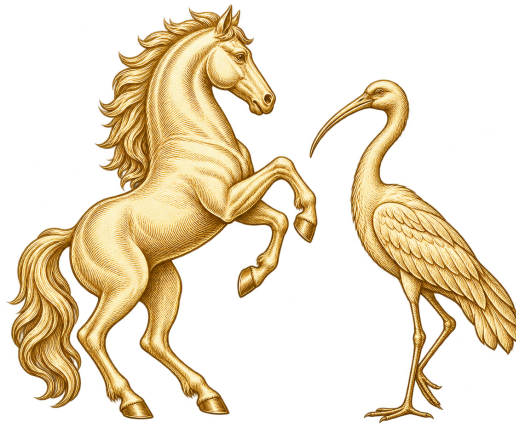
workplace artefacts separately for EPA consideration with your coach. Reuse the existing evidence records; do not create duplicate packs or substitute polished reflection for application.

Practise with your workplace evidence

Select one statement in an authorised current output and trace it to its source. For support, ask the author to explain its purpose and limitations. For stretch, investigate competing legitimate interests, such as timely reporting and complete review, then justify a proportionate response through the normal decision route.

1. A live report's figures are correct but its coverage is incomplete. What should you investigate? Trace the missing coverage, its effect on the decision and the wording used. Retain your check and authorised correction rather than claiming arithmetic alone establishes reliability.
2. A colleague challenges your proposed review step. How can this strengthen the evidence? Record the concern, investigate its basis, adapt or justify your response, and check the result. Agreement is less informative than a traceable reasoned decision.
3. A manager praises your integrity but records no action. What further evidence is needed? Seek specific dated observations linked to actual correspondence or decisions. General approval does not establish the behaviour or every element of B2.

Selecting and applying controls technology



A technology choice must serve a real controls need. Evaluate the current process, compare appropriate options and demonstrate how the selected approach works in practice.

IN THIS CHAPTER

- ◆ Define the decision and information requirements
- ◆ Compare technology against workplace needs
- ◆ Test application, limitations and ongoing effort

ALWI 03

Primary focus K4 S2

What you will learn

By applying this chapter to your own workplace, you will be able to:

- Compare controls software against a defined decision need, including its capabilities and limitations.
- Select, configure and test an authorised solution using traceable workplace inputs.
- Evaluate actual use and assemble a coherent evidence group showing your personal contribution.

Retrieve the distinction between activity and evidence from the foundation chapters. Opening an application is an activity; demonstrating why you selected it and how its checked output supported a workplace decision provides evidence. This ALWI develops one theme within the wider portfolio.

Agree a useful workplace improvement

Select a recurring scheduling, cost or reporting task with your manager. It might involve reconciling package submissions, identifying missing progress data or improving a report used at a review. Establish the decision, users, permitted data, existing method and boundaries of your authority. Agree time for implementation and follow-up, including who can approve release.

Record your honest starting capability in the existing learning record. You may already build spreadsheets but need to learn controlled imports, validation or configuration management. Identify the teaching, technical guidance and colleague feedback that change your approach. A programme dashboard still needs traceability to its project inputs.

The AI module's software activities provide learning opportunities; they do not require your employer to purchase or deploy particular products. Agree an appropriate workplace application with your coach. A demonstration using synthetic data can support preparation, but the evidence group must show authorised application to an actual controls task.

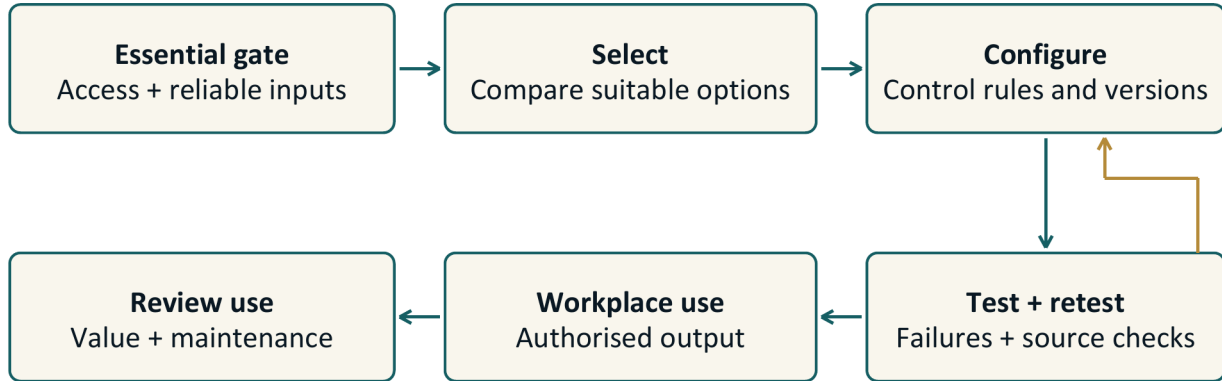
Compare what the tools reveal and omit

Begin with requirements before scoring products. Distinguish essential conditions, such as approved access and accurate calculations, from preferences such as presentation flexibility. A weighted score cannot compensate for failing an essential condition. Compare feasible alternatives, including improving the existing tool.

A spreadsheet can expose formulas and support direct checking, but uncontrolled copying can create competing versions. An automated import reduces repetitive transfer, yet may repeatedly reproduce an incorrect mapping. A dashboard makes patterns visible, but aggregation can conceal missing packages, stale updates and uncertainty. A scheduling system can analyse dependencies only when the supplied logic, calendars and resources are credible.

Assess traceability, exception handling, accessibility, integration, support, licences and maintenance alongside speed. Explain which features matter to the decision and which add effort without improving it. If AI drafts commentary, verify statements against the underlying records; fluent wording does not validate calculations or explain causes. Retain human review where judgement is required.

Prove the workflow, not just the presentation



Synthetic data supports preparation. Retain evidence of authorised real application.

Figure 9. Technology selection must pass essential requirements and then prove reliable use through tests and review.

Implement and test the chosen approach

Define expected results before testing. Compare calculations with an independently checked source, including units, periods, identifiers and exclusions. Test normal inputs, missing fields, duplicates, unexpected formats and an interrupted update. A total can reconcile while the wrong items offset one another, so examine selected records as well as aggregates.

Retain failed tests, your diagnosis, revisions and retest results. Describe how user feedback changed the configuration or operating instructions. Adaptation should address an identified need rather than merely improve appearance. Protect the approved source and use controlled copies or permitted exports during development.

Move from controlled testing to authorised workplace use. Identify the owner, update frequency, visible reporting date, access arrangements, recovery method and route for reporting faults. Check whether users can interpret exceptions and follow the source trail. A successful demonstration establishes less than a reviewed output used in a real reporting cycle. If release is declined, retain the decision and agree how the remaining application gap will be addressed.

Retain a connected evidence group

Use the following seven evidence types selectively. They are purposes to cover, not a compulsory file quota. Existing records may combine several types. Give every upload its own explanation and retain only authorised, readable extracts.

- **Task and starting position:** retain the agreed request, decision need and existing performance measure. Locate the relevant request paragraph and reporting periods. Identify your investigation, with manager confirmation of remit. This establishes context, not successful implementation.
- **Requirements and selection:** retain essential conditions, realistic alternatives and your reasoned recommendation. Locate criterion rows and the decision item. Identify your evaluation and the reviewer's challenge. Vendor descriptions alone do not establish suitability.

- **Controlled configuration:** retain the actual workbook, workflow or system extract, its version and mapping rules. Locate named formulas, configuration steps or fields you changed. Version history and colleague review corroborate authorship; a screenshot alone may hide behaviour.
- **Tests and corrections:** retain expected outcomes, actual results, failures and retests. Locate test IDs and changed rules. Explain tests you designed and corrections you made; an independent source check corroborates accuracy. Limited test coverage remains a limitation.
- **Workplace output:** retain a dated real report and its source reconciliation. Locate the reporting period, exception rows and relevant totals. Identify your operation and checks, corroborated by the data owner. One successful cycle does not establish sustained reliability.
- **Feedback and authorised adaptation:** retain comments, release approval and the relevant earlier and revised versions. Locate the feedback item and corresponding change. Explain your response, with the user's confirmation. Approval establishes permission, not benefit by itself.
- **Decision and follow-up:** retain how the output informed a review, the resulting action and subsequent performance. Locate the decision item and comparable periods. Identify your analysis, corroborated by the decision owner. Separate your contribution from other changes affecting results.

Explain an artefact and its claims

The following is an illustrative annotation, not evidence that an activity occurred. Replace its details with your actual records in the existing LMS fields.

ID title date and version: To4, reporting import test and reconciliation record, version 3; enter the actual test date.

Workplace purpose: establish whether the selected import could support the next authorised package review.

My contribution: I designed the duplicate and missing-date tests, corrected the mapping and checked the revised output.

Other contributors: the data owner supplied the permitted source extract; the reviewer checked my expected totals and approved the pilot.

Selected KSBs and location: K4 and S2; tests To3–To5, mapping note 2 and reconciliation rows 12–18.

Related evidence: To2 selection rationale, To3 configuration revision, To5 workplace output and To6 approval.

Limitation and next step: this covers one source format and reporting cycle; test the next authorised update and retain the review.

An illustrative analytical paragraph can connect these records:

I initially prioritised presentation, but my requirements review showed that missing inputs weakened the report's reliability. To2, criteria 3–5, explains why I selected a validated import. To4, test To3, records the duplicate that my first mapping accepted. I revised the rule and repeated both record-level and total checks. The reviewer approved the pilot in To6. To5 shows the resulting workplace output, although one cycle provides limited evidence about maintenance effort.

The paragraph identifies changed judgement, a reasoned choice, personal action, corroboration and a limit. It does not rely on a claim that the team “used technology successfully”.

Write separate statements for each selected code. These illustrative claims show the required reasoning:

Knowledge K4: “Studying validation and discussing exceptions with the data owner changed my view of automation. T02, criteria 3–5, explains why the import's traceability suited the task and why the dashboard alone could conceal incomplete inputs. T04 shows how I checked those limitations.”

Skill S2: “I selected and configured the approved import shown in T03, mapping steps 2–4. T04 identifies my tests, correction and retest; T05 shows the output I produced for the authorised review. The reviewer's confirmation in T06 distinguishes my work from their approval.”

There is no primary Behaviour code for this ALWI. Do not invent one. Select claims justified by the evidence, and explain any remaining gap.

Evaluate value and continue the work

Measure preparation, checking, correction and continuing maintenance on comparable cycles. For an illustrative calculation, reducing a 90-minute task to 55 minutes while adding 10 minutes of maintenance releases 25 minutes per cycle. Six hours of development would be recovered during the fifteenth unchanged cycle. This estimates effort recovery; it does not prove a cash saving or sustained benefit.

Use observed results, estimates and expectations accurately. Record rework and failures alongside speed. Recommend continuation, adaptation or withdrawal according to the evidence, with an owner and review date in normal workplace records.

The 2,000-word reflection is companion commentary explaining context, learning, choices and value through the 300/700/700/300 structure. It cannot substitute for factual workplace artefacts or authenticate them. Keep it in the college learning record; select suitable authenticated evidence separately for the EPA portfolio with your coach. Reuse existing LMS fields and employer records rather than creating duplicate forms.

Practise through your actual task

Before the next authorised update, identify one decision-critical field, write its expected behaviour and test a failure. For support, reconcile a small extract manually with a colleague. For stretch, arrange an authorised handover and observe whether another user can diagnose an exception without relying on your memory.

Question 1: Your output matches the source total but excludes one package. Can you release it?

Feedback: Reconcile coverage and individual records first. Offsetting errors or different inclusion rules can produce a matching total without a valid report.

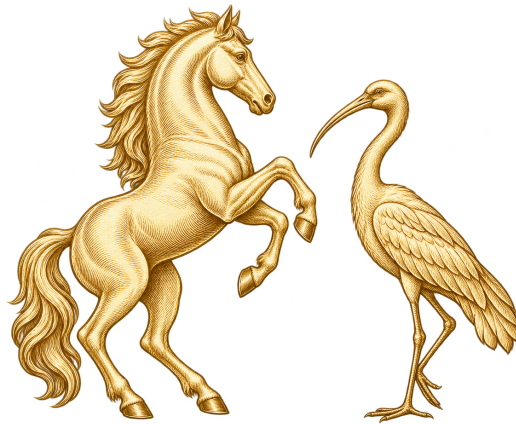
Question 2: Users praise the dashboard, but checking takes longer. What should your evaluation conclude?

Feedback: Examine whether decision quality improved enough to justify the additional effort. Positive feedback alone does not establish net value.

Question 3: You configured a prototype, while a colleague completed deployment. What can you claim?

Feedback: Identify your selection, configuration and tests precisely. Use corroboration for shared work and obtain further authorised application where needed; do not claim the colleague's deployment as your own.

Controls plan and baseline strategy



A controls plan connects methods, responsibilities, reporting and the baseline. Demonstrate how your work helped establish a coherent basis for authorised control.

IN THIS CHAPTER

- ◆ Prepare a proportionate controls plan
- ◆ Justify integrated baseline development
- ◆ Connect planning, review and approval records

ALWI 04

Primary focus K7 K8 S6 S7

What you will learn

Through workplace application, you will:

- Lead preparation of a proportionate controls plan and reporting framework.
- Justify how an integrated baseline will be developed, approved and maintained.
- Demonstrate your leadership through connected planning, review and decision records.

Retrieve the foundation distinction between personal and team contributions. A signed plan establishes an organisational decision; it does not show who led preparation. This ALWI develops a coherent workplace evidence group for your portfolio.

Agree responsibility for real preparation

Agree a live project or substantial work package where you can lead a bounded but comprehensive planning task. Agree your remit, contributors and approval authority, with access to scope, schedule, resources, cost and risk inputs. A programme framework also needs a technically complete project baseline example and clear cross-project relationships.

Leading preparation means organising contributions, challenging inconsistencies, proposing resolutions and taking the work through review. It does not require you to hold final approval authority. Clarify these responsibilities with your manager before starting. If your current role only allows formatting, arrange a suitable responsibility rather than overstating that activity.

Record new learning in your existing learning record. You might understand scheduling but need to learn how cost coding, reporting cut-offs and risk assumptions affect integration. Identify teaching and feedback that influence your choices.

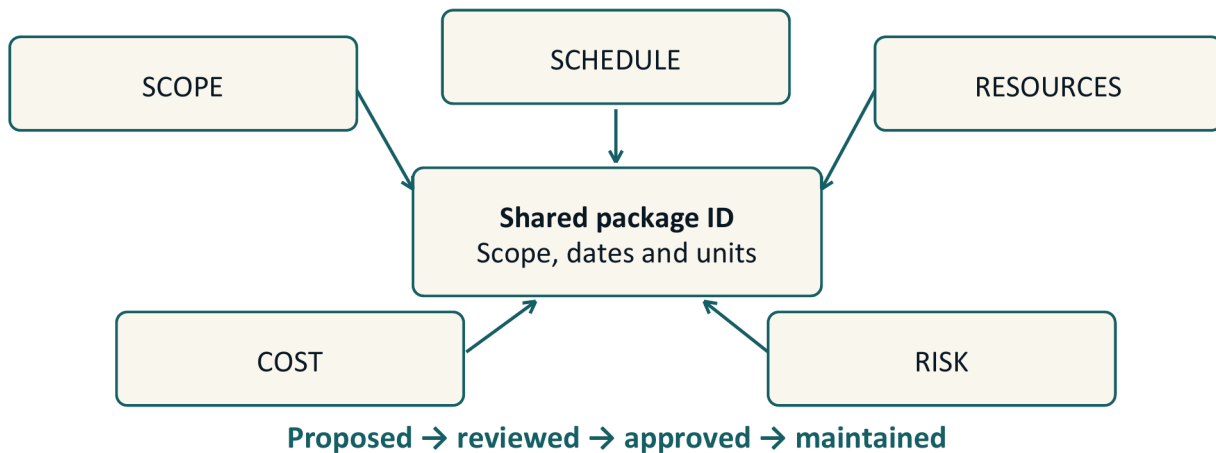
Design controls around decisions

A controls plan explains how dependable information will support decisions. Connect the project lifecycle and governance to responsibilities, information sources, coding, reporting cycles, measures, checks and escalation. Begin with the decisions managers need to make and work backwards to the information required.

Compare feasible arrangements. Separate discipline reports preserve specialist detail but can use incompatible dates and definitions. An integrated report exposes cross-discipline issues, yet aggregation may hide the package responsible. A common reporting framework can combine a concise decision summary with traceable supporting detail. Explain why this suits the project's complexity and reporting capacity.

A responsibility matrix clarifies ownership but cannot prove an input is technically sound. A reporting calendar aligns cut-offs but does not make late data current. A coding crosswalk connects records but cannot repair inconsistent scope definitions. Explain their limits rather than treating completed templates as assurance.

Integration connects the assumptions



The current forecast describes expectation; it does not silently replace the baseline.

Figure 10. An integrated baseline reconciles scope, schedule, resources, cost and risk through common identifiers and review.

Lead baseline development and integration

The baseline strategy sets out how the agreed reference will be created and maintained. Define the scope breakdown, maturity requirements, assumptions, exclusions, estimating and scheduling interfaces, review stages, approval criteria and treatment of authorised changes. Distinguish proposed, approved and superseded versions. Explain how progressive detail will be governed without concealing changes in commitments.

Trace selected deliverables across scope, activities, resource demand, cost provision and risk records. Check missing work, duplicated allowances, inconsistent calendars and mismatched quantities. Challenge whether planned resources are available when needed. For an illustrative check, two three-day activities requiring the same indivisible crew need six sequential working days unless a feasible alternative is approved. Parallel bars alone do not establish a feasible plan.

Reconcile the estimate's resource assumptions with the schedule and explain how uncertainty affects the decision. Identify risk provisions separately and follow the employer's rules for contingency, reserves and approval. A percentage added without a basis does not establish an integrated risk allowance. Record unresolved issues with an owner and the information needed for resolution.

Lead the specialist review and record alternatives, disagreements, your recommendation and the authorised decision. Retain the earlier version where it explains a material correction. A conditionally accepted proposal must show its outstanding conditions; it should not silently become an approved commitment.

Maintain a usable reference

Specify how actual progress and current forecasts will be compared with the approved baseline, who validates inputs and how exceptions reach decision-makers. A forecast describes the current

expectation; it does not automatically replace the approved reference. Preserve variance visibility while a proposed change follows the authorised route.

Test the arrangements through the first available reporting cycle or authorised maintenance review. Investigate unmatched codes, late inputs and unclear responsibilities. Adapt the framework where needed and retain the review trail. If a change has not yet occurred, explain the maintenance arrangements you established and the remaining evidence gap; do not invent an event.

Select evidence that shows your leadership

These seven evidence types describe coverage, not a file quota. Use employer records and explain each uploaded extract.

- **Remit and preparation arrangements:** retain the agreed responsibility, contributors and planned reviews. Locate the task paragraph and responsibility rows. Identify arrangements you led, corroborated by your manager. Permission alone does not establish delivery.
- **Controls plan and framework:** retain information flows, reporting responsibilities, cut-offs, measures and escalation. Locate sections you prepared or materially revised. Review comments corroborate your decisions; a generic template cannot show project suitability.
- **Baseline development strategy:** retain maturity criteria, interfaces, review gates, approval and maintenance rules. Locate the relevant sections and your revisions. The authorised reviewer confirms acceptance; a strategy alone does not show that integration occurred.
- **Integrated baseline extracts:** retain connected scope, schedule, resource, cost and risk records. Locate matching package identifiers, activity IDs and estimate rows. Explain checks and corrections you led, corroborated by discipline owners. A matching grand total can conceal omissions.
- **Review and issue resolution:** retain options, challenged assumptions, decisions and responses to comments. Locate action numbers and changed sections. Identify your coordination and recommendation; participants can corroborate observed actions. Attendance alone does not demonstrate leadership.
- **Approval and configuration record:** retain the approved version, authority, conditions and controlled issue trail. Locate approval items and version identifiers. Explain your preparation and follow-up, distinguishing the approver's role. Approval does not guarantee delivery performance.
- **Reporting and maintenance review:** retain the first comparison, identified problems and authorised revisions. Locate period, variance, change or action references. Identify your evaluation and response, corroborated by users. Longer-term effects remain unverified.

Make the artefact record assessable

This illustrative annotation explains an existing record in the LMS. Replace its details with your own evidence.

ID title date and version: PO4, integrated baseline review and comment resolution, revision B; enter the actual review date.

Workplace purpose: resolve scope, resource and reporting interfaces before baseline approval.

My contribution: I coordinated the review, traced package assumptions and revised the controls plan and baseline strategy after resolving comments.

Other contributors: the planner supplied schedule logic, the cost engineer checked allowances and the project manager retained approval authority.

Selected KSBs and exact locations: K7, K8, S6 and S7; review items 3–6, linked controls-plan section 4 and baseline-strategy sections 3–5.

Related evidence: PO2 controls plan, PO3 baseline strategy, PO5 integrated extracts and PO6 approval record.

Limitation and next step: preparation and review are evidenced; retain the first maintenance review to evaluate implementation.

An illustrative paragraph connects action to judgement:

I found that the reporting calendar aligned dates but left responsibility for resolving missing inputs unclear. I compared separate discipline escalation with a common exception route and recommended the latter in PO4, item 3. I coordinated the owners' review and revised PO2, section 4. PO6 confirms the manager's approval. This established an agreed route; the next reporting cycle must show whether it produces timely resolution.

This explains the method's omission, your alternative, your change and the conclusion's limit. Add separate claims for every mapped code supported by the actual artefact.

Knowledge K7: “Learning about reporting frameworks helped me connect decision needs with information ownership. PO2, section 4, explains my choice of a common exception route, while PO4, item 3, records its advantages and limits compared with separate escalation.”

Knowledge K8: “PO3, sections 3–5, explains how scope, schedule, resources, cost and risk assumptions inform the baseline. PO5 traces the relevant package interfaces. Preparing this comparison developed my understanding of why independently plausible plans may still be inconsistent.”

Skill S6: “I led preparation of PO2 by agreeing inputs, coordinating review and resolving comments 3–4 in PO4. The dated revisions and the manager's observation distinguish my leadership from the specialists' contributions and final approval.”

Skill S7: “I led development of PO3's baseline strategy, coordinated the interface checks in PO5 and resolved review items 5–6. PO6 records the approval conditions I followed up. The strategy identifies maintenance responsibilities; operational effectiveness still needs review.”

No primary Behaviour code is allocated here. Do not add unsupported codes; knowledge claims need explanation beyond document presence.

Evaluate value and develop through work

Evaluate immediate effects such as resolved inconsistencies, clearer decisions and fewer unresolved reporting queries. Separate these observations from future reductions in delay or rework. Include preparation and maintenance effort: an elaborate framework can cost more than the information is worth. Agree improvements, an owner and a review date through workplace arrangements.

Use the 2,000-word reflection as companion commentary using the 300/700/700/300 structure. Explain learning and choices rather than reproduce the plan. Keep reflection and self-assessment in

the college learning record; factual, authenticated workplace artefacts support separate portfolio selection. Reuse LMS fields and existing project records, without creating duplicate forms.

For practice, lead an authorised review of one real package interface and follow the resulting action to its decision. For support, trace a single package with the planner and cost engineer before widening the review. For stretch, test whether a colleague can trace an approved scope change through your maintenance arrangements without losing the original reference.

Question 1: All discipline plans are signed, but their reporting dates differ. Is integration demonstrated?

Feedback: No. Establish compatible reporting bases and reconcile interfaces; separate approvals do not resolve inconsistent information.

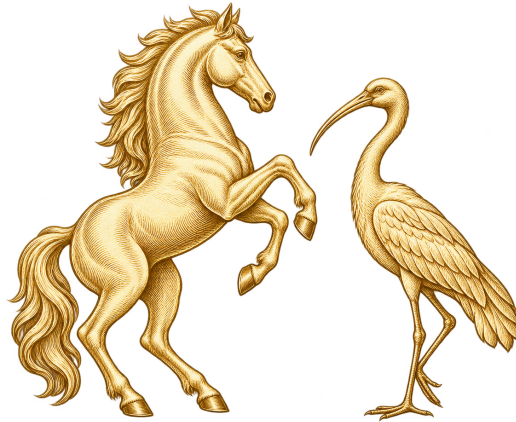
Question 2: The forecast has slipped. Should you update the baseline to restore alignment?

Feedback: Report the variance and follow authorised change arrangements. Overwriting the reference removes information needed for control.

Question 3: You chaired the review but another colleague resolved every issue. What supports your leadership claim?

Feedback: Show your preparation, coordination, challenge and follow-up. Chairing alone is insufficient; identify contributions honestly and arrange further responsibility where evidence is incomplete.

Controlled change and business value



Change control protects the integrity of a decision while allowing justified adaptation. Compare options, retain the approval trail and distinguish expected value from demonstrated effects.

IN THIS CHAPTER

- ◆ Evaluate change against a controlled baseline
- ◆ Explain options, consequences and authority
- ◆ Review the evidence for actual business value

ALWI 05

Primary focus K17 S8

What you will learn

By working through this chapter, you will be able to investigate a genuine change request against an authorised baseline; critically evaluate its delivery, commercial and business implications; and assemble a connected evidence group showing your contribution from initial enquiry through decision and follow-up.

Retrieve the distinction between an artefact and a claim about it. A completed change form records a process event. It does not, by itself, demonstrate that the request was necessary, the comparison reliable or the resulting decision implemented. Your task is to make those connections inspectable through authentic workplace records.

Establish a real decision and your remit

Agree a live component-project request with your manager and coach. Suitable opportunities include a revised deliverable, altered sequence, proposed scope reduction or change affecting operational readiness. Establish what you may investigate, recommend, update and communicate. Identify who retains technical, commercial and approval authority. If the decision has already been made without your involvement, find a genuine remaining evaluation or follow-through opportunity rather than retrospectively claiming the original analysis.

Retain the request and approved starting position before editing anything. Distinguish a new requirement from correction of defective performance or fulfilment of an existing obligation. A request labelled “change” may concern work already promised. Compare the wording, scope boundary and relevant contractual information, obtaining authorised commercial interpretation where needed. Record unresolved classification questions instead of turning an assumption into a fact.

Set an honest learning baseline. You may already maintain the register but need to learn how to test whole-life implications or coordinate an impact review. The development is the changed quality of your judgement and application, not the novelty of opening a different form. Select one manageable theme, with a closely connected second only where justified.

Critically assess the methods you use

Start with the employer's change procedure, but examine what its records reveal and omit. A register makes requests, owners and status visible; it may conceal an untested assumption behind a green status. A scope comparison identifies differences between versions; it does not automatically establish contractual entitlement. An impact assessment can connect costs, schedule, resources and benefits, but only when those disciplines use compatible boundaries and dates.

Compare credible options, normally including retaining the approved position. A delivery-only comparison is quick and useful for immediate expenditure, but may transfer workload into operations. A whole-life comparison reveals continuing consequences while relying on uncertain life, workload and cost assumptions. Explain the chosen boundary and use the employer's appraisal conventions, with appropriate finance support. Do not invent a monetary value for service quality merely to fill a spreadsheet.

Check which party incurs each cost and receives each benefit. A customer's lower price is not evidence of a contractor's higher profit. For S8, retain authorised analysis of the relevant revenue, cost and profitability implications, using validated summaries if detailed information is restricted. State what the available records cannot establish.

Use sensitivity analysis to identify an assumption capable of changing the recommendation. It shows how a result responds to an input; it does not establish the probability of that input. Keep mandatory acceptance, safety and compliance conditions visible. A favourable score cannot compensate for an unacceptable requirement breach.

Keep analysis, authority and follow-through distinct

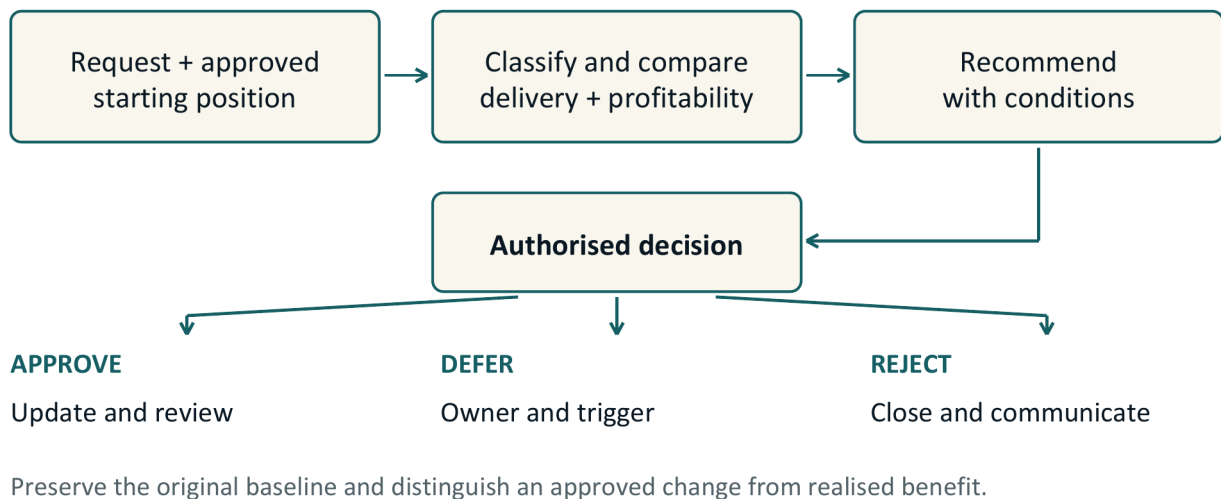


Figure 11. Change control separates analysis, authorised decision and controlled follow-through.

Apply the process and retain its consequences

Prepare your recommendation with the analysis, uncertainties and approval conditions accessible. Invite review from the people responsible for affected interfaces. Preserve comments that changed your approach, the earlier analysis and the resulting revision.

Trace approval, rejection or deferral into the relevant records. An approved change needs controlled scope, forecast, benefits and dependency updates as applicable; a deferred request needs an owner and review trigger; rejection needs clear closure and communication. Do not silently overwrite the original baseline. Distinguish a proposed revision, an authorised update and actual implementation.

Closeout also requires judgement. Closing the request is not equivalent to completing the project or discharging every obligation. Identify outstanding tests, handover information, commitments and benefits measurements. Retain evidence that you checked what remained open rather than treating a completed status field as proof of completion.

Build one connected evidence group

Use these eight evidence types as a selection menu, not a required file count. Existing records may combine several types. Link related uploads consistently and explain their individual roles.

- **Request and starting baseline:** retain the request identifier, approved scope version and relevant clause or drawing reference. Identify the comparison you made. The document owner can confirm the starting position; the request alone proves neither additional entitlement nor approval.
- **Procedure and authority:** retain the applicable procedure version and the stages or thresholds you interpreted. Annotate why the route fits this request. An authorised reviewer can check that interpretation; copying the whole procedure does not demonstrate your understanding.
- **Scope classification:** locate your comparison in named paragraphs, tracked changes or a scope matrix. Separate your analysis from specialist contractual advice. Corroboration should identify the reviewed conclusion and any unresolved boundary.
- **Options and impact analysis:** retain source-linked cost, time, resource and benefit comparisons, with formula cells and assumptions identified. Explain what you calculated and checked. Independent review strengthens reliability but cannot remove uncertainty in supplied inputs.
- **Commercial and operational review:** retain the permitted revenue, cost or margin analysis and the relevant operational or dependency comments. Identify your questions and response. Confirm whose expertise informed the judgement; an owner's benefit estimate cannot establish another party's profitability.
- **Recommendation and decision:** locate your recommendation separately from the approver's decision, conditions and date. Minutes or correspondence can corroborate what you presented. Approval demonstrates authority exercised, not realised benefit.
- **Controlled follow-through:** retain the change-log entry and linked versions of affected records. Identify the updates you personally made or verified. The responsible owner should confirm their status; a proposed edit must not be labelled implemented.
- **Outcome and closure review:** retain acceptance results, unresolved actions and comparable benefit measures. Locate your follow-up and explanation of other influences. A short review may support an early improvement while leaving longer-term value unverified.

Explain an artefact before claiming competence

Use the equivalent fields in the existing learning system: ID, title, date, version, workplace purpose, your contribution, other contributors, selected codes, precise location, related evidence and limitation or next step. Avoid a second evidence pack containing the same files.

The following is illustrative annotation wording only. It is not a record of completed work and must not be submitted as personal experience.

Record example: AO4, Options assessment, version 2, dated [actual date]. Purpose: inform the decision on [actual request]. My contribution: prepared the comparison and checked the operating-cost boundary. Other contributors: operations supplied workload assumptions; finance reviewed the cost treatment; the manager retained approval. Location: Options rows [actual rows] and Assumptions entries [actual entries]. Related evidence: AO1 baseline, AO5 review and AO6 decision. Limitation: unresolved service-life assumption; next evidence is the agreed validation.

Illustrative explanation: “The first comparison in AO4 considered delivery expenditure alone. My review of [actual learning source] helped me recognise that this omitted continuing work. I added the authorised operating assumptions and compared retaining the baseline with the proposed revision over the same period. The added rows reveal a consequence hidden by the initial total, but remain dependent on the workload estimate. I asked the operations owner to validate that input and recorded

the response in A05. My recommendation in A06 therefore states the outstanding condition rather than presenting the spreadsheet result as an automatic decision.”

This explanation evaluates what the tool revealed and omitted, identifies personal action and preserves another person's authority. Replace every illustrative statement with supported particulars; omit any action that did not occur.

Write separate Knowledge and Skill claims

For **K17**, explain the change-control principle you understood, the actual learning source and how the procedure, ownership model or closeout requirement affected your judgement. Point to the interpreted stage in A02 and the resulting reasoning in A03 or A04. A procedure attachment without explanation is context, not proof of your understanding.

For **S8**, explain the steps you personally applied: scope classification, impact and profitability evaluation, recommendation, authorised progression and follow-through. Give distinct locations for analysis and implementation status. Cross-reference the decision owner and reviewer observations. A shared register cannot establish your contribution unless those actions are attributable.

No primary Behaviour code is allocated here. Do not add one merely because you attended a meeting. Some artefacts supply context or corroboration only; not every item needs both K17 and S8.

Review value and plan the next evidence

Judge the group against its real purpose. A clarified obligation, corrected comparison or properly closed request may be an observed improvement. Future savings remain forecasts until supported by subsequent data. Include review effort, transferred workload and other contributors when discussing value.

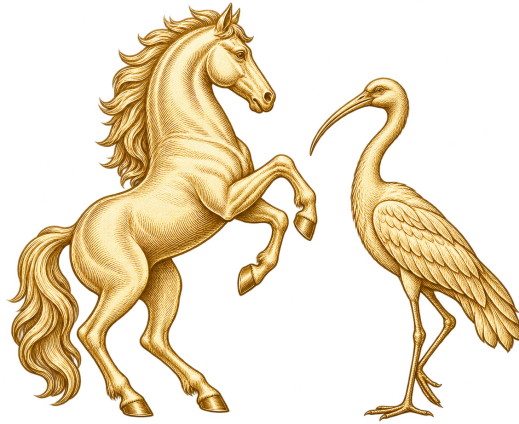
The 2,000-word companion commentary uses the common 300/700/700/300 structure to explain learning and evaluate the group. It cannot substitute for authentic artefacts. Keep reflection and self-assessment in the college record; select factual attributable material separately for EPA consideration. Existing issued assessment instructions still govern until formally updated.

Practise with your workplace records

Select one permitted request and trace its baseline, analysis, decision and current status. For support, ask the record owner to explain one unclear transition. For stretch, identify an assumption that would justify reopening the decision and agree how it will be monitored.

1. Your change form is approved, but you cannot locate an updated scope record. What remains to establish? **Feedback:** Verify authorised follow-through and current implementation status; approval alone does not demonstrate the controlled update.
2. Your options table omits operating consequences. How should you improve the evidence? **Feedback:** Investigate the relevant boundary, obtain authorised inputs and record both revised analysis and unresolved limitations.
3. Your recommendation was rejected. What can still support a claim? **Feedback:** Authentic analysis, appropriate process application, your attributable recommendation and the recorded response may demonstrate practice without an approved change.

Stakeholder cooperation and adaptive communication



Cooperation is visible in how people contribute to decisions and how communication adapts to their needs. Build a connected evidence group from real stakeholder interactions.

IN THIS CHAPTER

- ◆ Understand stakeholder needs and perspectives
- ◆ Adapt communication and support cooperation
- ◆ Demonstrate your contribution through records

ALWI 06

Primary KSBs S13 B8 B11

What you will learn

By working through this chapter, you will be able to investigate stakeholder needs around a real decision; apply and adapt contrasting communications; and explain a coherent group of workplace artefacts through separate, precise claims about communication, cooperation and adaptation.

Retrieve the difference between sending information and establishing understanding. An email receipt or attendance list shows contact. It does not show that someone understood their responsibility, contributed a concern or cooperated in a decision. Plan evidence of those actions before you begin.

Select a workplace opportunity with a review point

Agree one live project, work-package or improvement decision where your contribution can be observed. You might investigate inconsistent progress updates, clarify responsibilities, adapt a poorly used dashboard or help colleagues consider a proposed change. Define the decision, current difficulty, your remit and the person who can authorise any revised arrangement. You need not manage the whole project.

Select one principal theme, with a second closely connected theme only where justified. Keep within the maximum of three Knowledge, three Skill and three Behaviour codes, using the version applicable to your registration. The core focus here is S13, B8 and B11. More codes or files do not make the evidence stronger.

Record what you could already do and the capability you intend to develop. Retain the actual learning sources that influenced your approach, such as stakeholder analysis, communication planning, feedback or monitoring guidance. These belong in the learning account; a reading list alone does not establish understanding. Arrange enough time for application, feedback, meaningful adaptation and follow-up. If access is limited, agree a smaller genuine opportunity rather than reconstructing an interaction that never happened.

Investigate before deciding how to communicate

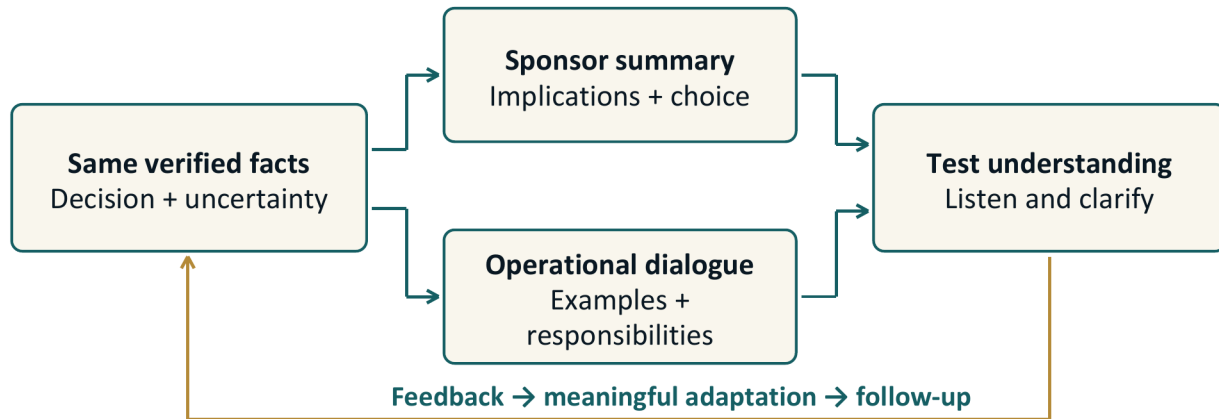
A stakeholder register or interest-and-influence map can make relevant roles visible, including less influential people affected by a decision. However, the categories are provisional judgements. The map cannot explain why a person supplies late information or avoids a dashboard. Test assumptions through permitted enquiries, existing records and observation.

Compare methods against the actual need. Short interviews allow clarification but represent only those consulted. A survey can reach a dispersed group consistently but may conceal the reason behind a response. Existing issue logs reveal recurring problems but may omit people who do not use the reporting route. Explain why the chosen combination is sufficient for this decision and where it remains incomplete.

Translate findings into a communication plan containing audience, purpose, message, channel, timing, owner, feedback and review measure. A sponsor summary may make the decision and implications visible; an operational briefing may need examples, responsibilities and opportunities for questions.

Both must preserve the same underlying facts and uncertainty. Simplifying information is useful only while the decision remains adequately informed.

One decision, two ways to establish understanding



A sent message proves contact; recipients' actions and responses show more.

Figure 12. Meaningful communication adaptation preserves the facts while changing how audiences can understand and respond.

Apply adapt and review

Deliver at least two meaningfully contrasting communications about the same decision. Retain what recipients actually received, including the relevant version and date. Explain why content, language, timing, channel or interaction differed. Changing colours alone rarely demonstrates meaningful tailoring.

Invite feedback that tests understanding. Ask people to explain the action, identify an ambiguity or challenge an assumption. Listen before defending your proposal. Record the concern accurately, check your interpretation and decide what action is justified. Some suggestions should be rejected for a reason; record how you communicated that response. The evidence group must nevertheless include the meaningful adaptation required by this ALWI.

Preserve the original approach, feedback and revision. Then return to the people affected and check whether the change addressed the problem. Cooperation is visible in how you explore concerns and follow through, not simply in a friendly tone. One incident does not establish that a behaviour is consistent across situations.

Select a connected evidence group

The following eight types follow the evidence journey. They are purposeful alternatives within existing records, not eight compulsory uploads. Use combined documents or linked extracts where appropriate.

- **A01 Starting position:** retain task authorisation, the existing report or relevant difficulty, and the agreed decision boundary. Locate your remit in a specific paragraph or meeting item. The task owner can confirm your role; keep your reflective learning baseline separately labelled.

- **A02 Stakeholder analysis:** retain roles, interests, information needs and enquiry notes. Locate the rows you created or revised and distinguish confirmed findings from assumptions. Participants or your manager can corroborate the enquiries; consultation with a small group limits wider conclusions.
- **A03 Communication plan:** retain the audience-purpose choices, responsibilities, feedback routes and review measures. Identify your contributions by named columns or tracked changes. The plan owner can confirm approval, but a plan alone does not demonstrate delivery.
- **A04 First communication:** retain the issued summary, report or briefing with its date and recipient context. Identify the information you selected and the decision requested at an exact page or slide. A response can corroborate use; circulation alone cannot establish understanding.
- **A05 Contrasting communication:** retain the second issued item or an authorised interaction record. Point to different explanations, examples or opportunities for questions. Explain your delivery role and related feedback; attendance does not establish effective tailoring.
- **A06 Feedback and adaptation:** link dated feedback, the original material and the revision. Locate the concern, your response and the changed element precisely. Relevant colleagues can corroborate the interaction; a changed file without its reason is weak behavioural evidence.
- **A07 Outcome and follow-up:** retain the decision, agreed actions, completion records and comparable measures. Identify the follow-up you conducted and its dates. The action owner can confirm status; a short observation period cannot prove sustained organisational improvement.
- **A08 Specific observation:** where needed, retain a colleague's factual account of what they saw you do, when and in which interaction. Link it to the other artefacts. Generic praise is insufficient, and a witness cannot authenticate actions they did not observe.

Make an upload assessable

For each retained artefact, use the existing wizard or equivalent record to state ID, title, date, version, workplace purpose, your contribution, other contributors, exact location, selected codes, related evidence and limitation. Separate claims for each selected code. Some items provide context or corroboration without an independent KSB claim.

The following is illustrative annotation wording, not evidence that an interaction occurred. Replace its placeholders and claims with your authentic records.

Artefact record: A06b, Revised reporting arrangements, version 2, dated [actual date]. Purpose: resolve the reporting difficulty raised in A06a. My contribution: checked the concern and revised the proposal. Other contributors: the relevant lead explained the constraint and the manager authorised the arrangement. Location: highlighted timing field and follow-up action. Related evidence: A03 plan, A05 briefing and A07 review. Limitation: one observed adaptation; further occasions are needed before claiming consistent practice.

Illustrative explanation: “A06a records the concern raised during the briefing at item [actual item]. I asked the colleague to explain the practical constraint and summarised it to check my understanding. I compared keeping the original timing with revising the collection point while preserving the reporting deadline. I changed the proposal in A06b after checking the implications with the manager. The record identifies the part I revised and the approval supplied by someone else. A07 shows whether the follow-up addressed the concern. This sequence supports a specific claim about responding to feedback; it does not establish that every stakeholder's needs were met or that reporting will remain reliable indefinitely.”

The explanation connects the artefacts, evaluates an alternative and acknowledges the limits. It does not use “I communicated effectively” as a substitute for observable action.

Explain each mapped claim separately

For **S13**, identify how your analysis of needs informed the two communications. Point to the relevant A02 rows and the contrasting content in A04 and A05. Explain what you personally selected or delivered and how recipients' responses helped you assess suitability.

For **B8**, identify the cooperative actions: asking for a concern, checking understanding, working through conflicting needs and following through with colleagues. Use the interaction location in A06a and corroboration in A07 or A08. A polished report alone cannot establish how you behaved.

For **B11**, explain the changed circumstance, the specific adaptation and why it was appropriate. Compare the original and revised elements in A06, then identify evidence of use or follow-up. Do not repeat the B8 statement with a different code.

No Knowledge code is automatically assigned by this core map. If supporting K14 is agreed and evidenced, explain the communication principle, actual learning source and its effect on your choices separately.

Evaluate the group and its value

Measure what the decision required: understood responsibilities, completed actions, timely updates, clarification requests or evidence of use. Compare equivalent periods and acknowledge workload changes or other people's intervention. Observed improvement, estimated value and future benefit are different claims. Include the effort required; released time is not automatically cash saved.

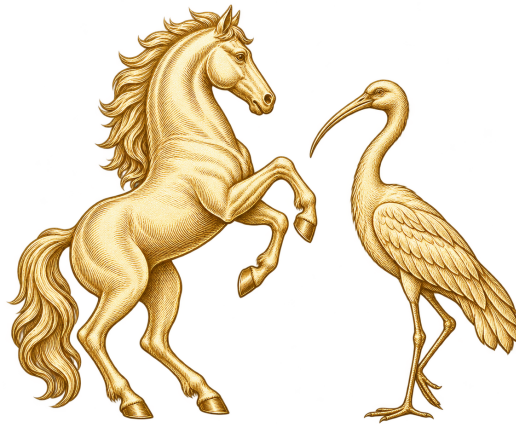
Use the 2,000-word companion commentary, organised 300/700/700/300, to explain learning and critically connect the artefacts. It does not replace them. Keep reflection and self-assessment in the college record; consider factual, attributable workplace material separately for EPA. The group contributes to the wider portfolio, not an automatic accepted EPA item.

Practise with your workplace records

Choose one current communication decision and check whether the records show analysis, two contrasting communications, adaptation and follow-up. For support, annotate one pair with a colleague. For stretch, test whether an absent stakeholder's needs could change your approach.

1. Your two outputs differ only in colour. What should you investigate? **Feedback:** Examine actual audience needs and purpose; meaningful tailoring requires more than decoration.
2. A revised deadline is visible, but its cause is missing. What evidence would strengthen the claim? **Feedback:** Link the original arrangement, dated concern, your response, authorisation and follow-up.
3. Can one supportive interaction prove consistent B8 practice? **Feedback:** It can support a bounded claim. Consistency needs observed actions across further relevant occasions, not stronger adjectives.

Risk assumptions and better decisions



Risk and uncertainty should inform choices before they become results. Make assumptions visible, evaluate responses and preserve evidence of review as the situation develops.

IN THIS CHAPTER

- ◆ Examine assumptions and uncertainty
- ◆ Compare proportionate risk responses
- ◆ Use repeated review to improve decisions

ALWI 07

Primary KSBs K15 K16 S14

What you will learn

By working through this chapter, you will be able to analyse genuine workplace uncertainty using proportionate qualitative and quantitative methods; connect cost, schedule and contingency assumptions consistently; and build an evidence group showing your leadership of two separate reviews and the resulting decisions.

A register can list uncertainties without showing risk management. Your evidence must reveal your contribution to analysis, review, response and follow-up. Recall how a claim differs from its supporting artefact.

Agree a real uncertainty and decision

Select a live project or bounded work package where uncertainty affects an actual decision. Relevant opportunities include delivery reliability, design maturity, testing, resource availability or an option to resequence work. Establish the objective, scope, period and consequences being considered. Identify your analytical and review role, with the people who retain technical, commercial and spending authority.

Arrange access to source records and two meaningful review points before starting. Leading a review means preparing evidence, asking relevant questions, coordinating discussion and following through; it does not require the project manager's title. If you cannot lead the required reviews or obtain usable information, agree another workplace opportunity or timing. A classroom calculation cannot establish that you managed uncertainty at work.

Identify the analytical or facilitation capability you need to develop and the learning source that influenced your method. Keep reflective baselines in the college record and factual authorisation and scope with the evidence group.

Explain what the analysis reveals and omits

Frame each risk as a cause, uncertain event and consequence affecting an objective. Distinguish assumptions treated as true for planning from known issues requiring action. An assumption may generate a risk if it proves wrong. A known delay is an issue, although its future effects may remain uncertain.

Qualitative analysis makes priorities visible using agreed probability and impact descriptions. Explain why the thresholds suit the objective and what evidence supports each rating. A coloured cell cannot communicate the uncertainty behind a disputed judgement. Different assessors may use the same label differently unless the criteria and rationale are retained.

Use proportionate quantitative analysis alongside the qualitative assessment. Scenarios, expected exposure, ranges or a more detailed model answer different questions. Choose a method you can defend with the available data. A sophisticated simulation cannot repair unsupported distributions; a simple expected value cannot describe every consequence important to a decision.

Illustrative calculation only: a 20% probability multiplied by a £10,000 incremental cost gives £2,000 expected exposure. It is neither an invoice, money saved nor an allowance guaranteed to achieve a

specified confidence level. For your workplace analysis, substantiate the probability and cost basis, assess the range, and explain what decision the calculation can support.

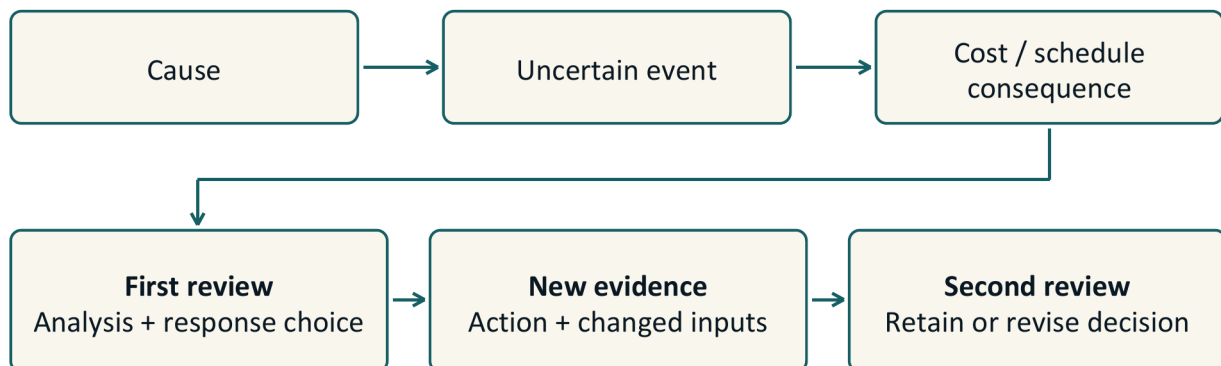
Compare realistic response options, including accepting the exposure where appropriate. Include response cost, ownership, implementation time and residual risk. Test a weak input to see when the preferred option changes. A sensitivity threshold explains conditional judgement; it does not prove that the threshold value will occur.

Reconcile the cost and schedule basis

Use compatible scope, calendars, data dates and consequence boundaries. Check whether a delay affects the controlling sequence, whether work can proceed elsewhere and which costs increase because of the delay. Adding every estimated delay ignores overlap and schedule logic. Adding a full standing-cost allowance to costs already included in the baseline may double count the same consequence.

Document dependencies between risks and assumptions rather than treating every event as independent by default. Explain how uncertainty informs the contingency recommendation under the employer's process, distinguishing analysis from spending authority. Identify any limitations requiring specialist support.

Manage uncertainty across two genuine reviews



Use compatible cost and schedule boundaries. Expected exposure is not a guaranteed allowance.

Figure 13. Two genuine reviews connect uncertainty analysis to response and reconsideration.

Lead two reviews and retain the changes

At the first review, establish the current position, challenge evidence and assumptions, agree priorities and evaluate responses. Retain the material you prepared, the questions you led, decisions, owners and actions. Attribute specialist inputs rather than claiming their expertise as your own. Ensure the record distinguishes proposals from authorised responses.

At the second review, use new information to test the earlier analysis. Examine whether assumptions remain valid, actions were implemented, exposure changed and the response remains proportionate. Retain earlier and revised records, explaining both changed and retained decisions.

The reviews must occur at separate points with genuine reconsideration. Renaming a file or holding two meetings without revisiting the decision is insufficient. Where an action is delayed, record the consequence and escalation rather than deleting it from the account.

Select a coherent group of artefacts

These eight evidence types are a menu, not an upload quota. Use authorised extracts from existing records and explain separate uploads individually.

- **Ro1 Scope and decision record:** retain the objective, included activities, cost boundary and your agreed role. Locate the relevant paragraph or meeting item. The task owner can confirm the remit; the record establishes context, not analytical competence.
- **Ro2 Risk and assumptions register:** retain dated versions, agreed criteria and the rows you created or challenged. Identify source enquiries and your causal reasoning. Owners can corroborate inputs; untested judgements must remain labelled as assumptions.
- **Ro3 Quantitative analysis:** retain source-linked inputs, formulas, ranges and sensitivity results. Identify the cells or model elements you prepared and checked. A technical reviewer can corroborate accuracy; the output remains conditional on its input quality.
- **Ro4 Integrated basis:** retain the schedule activities, cost lines, calendars and contingency rationale used together. Explain your reconciliation and any removed duplication. Relevant specialists should verify their inputs; a cost total alone cannot establish schedule feasibility.
- **Ro5 First review:** retain the agenda, analysis presented, dated minutes and agreed actions. Locate the question or discussion you led. A participant's factual observation can corroborate leadership; attendance or minute-taking alone is insufficient.
- **Ro6 Response comparison and authority:** retain options, costs, residual exposure, recommendation and authorised outcome. Identify your comparison separately from the decision-maker's approval. Approval does not establish implementation or effectiveness.
- **Ro7 Second review and revisions:** retain the later evidence, changed register rows and explanation of retained or revised decisions. Cross-reference the first review and your follow-through. A new version number without changed reasoning cannot prove review.
- **Ro8 Outcome and continuing actions:** retain implementation status, actual consequences where observable, unresolved actions and the next review. Identify your checks and the responsible owner's confirmation. Absence of an event does not by itself prove that your response prevented it.

Write about an artefact critically

Use the existing artefact record to identify title, ID, date, version, purpose, personal and other contributions, precise location, related evidence, selected claims and remaining limitation. Do not force every record to support every code.

The following is illustrative annotation wording only. It demonstrates how to explain a record, not that a workplace review occurred.

Record example: Ro3, Risk response comparison, version 2, dated [actual date]. Purpose: inform [actual decision]. My contribution: checked consequence boundaries and compared response options. Other contributors: delivery supplied the duration basis; finance validated the cost rate; the manager

authorised action. Location: Analysis cells [actual cells], linked to RO4 activity [actual identifier]. Related evidence: RO2 assumptions and RO5 review. Limitation: probability remains an expert estimate; next evidence is the agreed validation.

Illustrative explanation: “My first calculation combined the delay allowance with a cost already included in the baseline. Studying [actual source] helped me recognise the inconsistent boundary. In RO3 I separated incremental exposure from existing provision and asked the relevant specialists to check the inputs. The corrected comparison changed what the available options appeared to offer, but it did not eliminate uncertainty in the probability estimate. I presented that limitation at RO5 rather than recommending the smallest total automatically. RO7 records whether later information supported or changed the recommendation. The formulas substantiate my calculation; the review records substantiate its use.”

Replace illustrative assertions with your actual evidence.

Separate the mapped claims

For **K15**, explain your understanding of the risk process, method choice and response principles. Identify the learning source and the rationale visible in RO2, RO3 or RO6. A completed matrix without its reasoning cannot establish that understanding.

For **K16**, explain how you connected risk assumptions, cost, schedule and contingency on a consistent basis. Locate the reconciled boundaries in RO4 and relevant calculation changes. Explain what remains uncertain rather than treating agreement between totals as proof.

For **S14**, identify your qualitative and quantitative work and your leadership of both reviews. Give precise locations in RO3, RO5 and RO7, with corroboration of your contribution. A technical model supplied by a colleague cannot establish your personal analysis or review leadership.

No primary Behaviour code is allocated; supporting claims need separate observed evidence within the programme limits.

Evaluate value and continue learning

A corrected assumption, avoided double count or clarified action owner can be an observed improvement in the decision basis. A lower forecast exposure is not necessarily a realised saving. Evaluate response effort, unintended effects and alternative explanations.

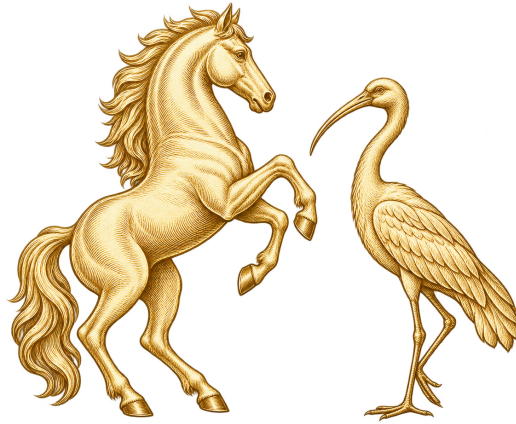
Use the 2,000-word companion commentary to connect context, learning, application and value through the common 300/700/700/300 structure. Authentic workplace artefacts remain essential. Keep reflection and self-assessment in the college record; select attributable factual evidence separately for EPA consideration.

Practise with your workplace records

Trace one current assumption from its source through analysis, two reviews and the latest decision. For support, ask a specialist to check the units. For stretch, identify what new evidence would overturn the response.

1. Two register versions have identical reasoning. What must you check? **Feedback:** Establish whether a genuine second review occurred, what evidence was reconsidered and why the decision remained unchanged.
2. Your risk allowance duplicates a baseline cost. What should you retain after correction? **Feedback:** Preserve the original basis, corrected calculation, reason and review response so the learning and decision effect remain traceable.
3. No adverse event occurred. Can you claim the response saved its full potential cost? **Feedback:** No. Examine actual implementation and evidence of causation; non-occurrence alone does not establish an avoided loss.

Commercial controls and contract performance



Commercial control connects obligations, performance and financial consequences. Explain how your records supported a commercially sound decision within your authority.

IN THIS CHAPTER

- ◆ Interpret relevant commercial requirements
- ◆ Distinguish revenue, cost and profit
- ◆ Evaluate contract performance and response

ALWI o8

Primary KSBs K18 S16 B3

Develop commercial judgement through real work

This theme helps you interpret authorised contract requirements, apply commercial controls and explain the implications of a decision for cost, revenue and profitability. Your learning should result in a coherent group of workplace artefacts: the requirement you investigated, the analysis you performed, the recommendation considered and the subsequent response. Your 2,000-word reflection explains that journey; it cannot replace the records.

Recall the foundation distinction between contribution and authority. You may identify a late deliverable, evaluate its consequences and prepare an escalation without authority to issue a contractual notice, instruct additional work or agree a price. Select a genuine package with your coach and commercial manager, including time for review and follow-up. If access is restricted, agree authorised extracts or a smaller opportunity rather than inventing an agreement.

Start with your actual capability. Perhaps you already maintain a supplier report but have not distinguished completed activity from contractual acceptance, or forecast revenue from an authorised change. Identify the learning source and the decision that requires better judgement. Routine copying of commercial figures does not show what you learned.

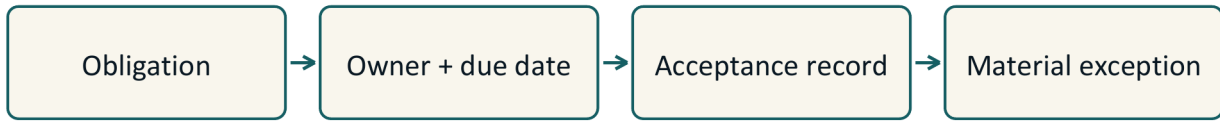
Establish the obligation and the starting position

Obtain the current agreement or a commercially validated summary. Record the relevant scope, deliverables, acceptance conditions, dates, reporting obligations, change route and authorised roles. Check whether amendments supersede earlier wording. Seek specialist interpretation where needed; your controls annotation should not silently become legal advice.

Preserve the starting report and its source data at an identifiable cut-off. Distinguish agreed contract value, authorised changes, forecast revenue, incurred cost, forecast remaining cost, invoices and cash. An invoice paid is not necessarily evidence of acceptance; low current expenditure may mean delayed work. Agree the employer's definitions before explaining a margin or recommending action.

Use the real problem to bound the enquiry. You might investigate an omitted reporting obligation, inconsistent supplier status, an emerging commitment or the commercial consequences of acceleration. Establish what management needs to decide and what you personally will contribute. A clear remit prevents the evidence group becoming a miscellaneous collection of contract documents.

An obligation needs evidence before judgement



ILLUSTRATIVE INCREMENTAL COMPARISON

$$\begin{array}{ccccccc}
 \textbf{£12,000} & - & \textbf{£8,000} & = & \textbf{£4,000} \\
 \text{Revenue} & & \text{Attributable cost} & & \text{Incremental profit}
 \end{array}$$

Forecast profit is not cash saved. Review assumptions, authority and later results.

Figure 14. Commercial judgement connects obligations and validated performance to the consequences of a decision.

Choose methods for what they reveal

An obligations matrix connects a requirement to its owner, due date and acceptance evidence. It reveals missing ownership and incomplete records, but cannot prove that a deliverable satisfies its technical requirements. Review the supporting acceptance record with the responsible person.

A supplier scorecard makes trends visible, but an aggregate percentage can conceal one critical failure. Compare it with an exception report that identifies consequences, decisions and unresolved obligations. Explain why the combination suits the package and how you avoid misleading averages.

A cost and revenue comparison exposes commercial consequences, provided options use consistent scope and assumptions. A short illustrative calculation shows the distinction: an additional £12,000 of supportable revenue and £8,000 of attributable cost imply £4,000 incremental profit; £13,000 cost instead implies a £1,000 reduction. These are invented numbers for explanation, not workplace results. Test omitted supervision, rework, delivery and financing effects before applying this reasoning to authorised records.

Scenario analysis can show when your recommendation changes. It does not establish the probability of each outcome without evidence. State which assumptions the estimator or commercial manager validated and which remain uncertain. Preserve a rejected option when its evaluation helps explain your decision.

Apply the approach and retain the response

Perform the agreed checks, raise discrepancies through the normal commercial route and record the response. When feedback changes your analysis, retain the earlier version, relevant comment and correction. Do not manufacture a favourable outcome: a justified rejection or unresolved issue can demonstrate learning if you explain the evidence and next action.

Follow the authorised decision into updated controls and a subsequent reporting point. Distinguish recommendation, authorisation, use and effect. If implementation has not occurred, record the actual analysis and review completed, then identify the evidence still needed. An approved change should not become realised revenue or profit merely because it appears in your spreadsheet.

Build one connected evidence group

The following eight types form an evidence menu, not a compulsory upload count. Use the existing commercial system and index; combine related records where useful. For each selected item retain its title, source, date, version, purpose, your contribution, other contributors, precise location and limitation.

A01 Task and starting position. Retain the agreed remit, reporting cut-off and relevant original report. Locate the instruction paragraph and the reporting rows that exposed the difficulty. Explain what you investigated, and ask the commissioning manager to confirm your remit. This establishes context and comparison; it does not itself demonstrate improved commercial control.

A02 Requirements and interpretation. Keep authorised clauses or a validated summary, with your annotations identifying controls implications. Reference clause numbers, amendment dates and the specialist's clarification. Explain which conclusions are yours and which interpretation was supplied. This can support K18 understanding, but possession of the contract is not evidence that you applied it.

A03 Obligations and ownership. Retain the matrix or equivalent system entries linking requirements to owners, due dates and acceptance records. Identify the rows you created or corrected and the corresponding owner responses. These show application relevant to S16. An assigned owner does not establish that the obligation was fulfilled; cross-reference later evidence.

A04 Performance validation. Keep the reviewed supplier extract, source comparison and material exceptions. Give record IDs, reporting periods and the checks you performed. Supplier or technical-owner confirmation can corroborate the data. Explain missing coverage and disputed status rather than treating a green score as verified compliance. This supports the monitoring elements you actually applied.

A05 Options and profitability analysis. Retain the authorised cost and revenue inputs, formula cells and alternative assumptions. Explain your comparison, estimator checks and the implications for the relevant party. This supports commercial judgement for B3 alongside the decision trail. Separate forecasts from agreed prices and realised outcomes; protect confidential rates through approved disclosure arrangements.

A06 Recommendation and decision. Locate your advice, the approver's response and any conditions in an existing meeting or change record. Distinguish what you recommended from what another person authorised. Identify the information you revised after challenge. The record supports application and judgement, but approval alone does not establish subsequent performance.

A07 Follow-up and control update. Retain the revised report, action closure or next-period comparison. Identify your update and the evidence used to confirm it. Ask the relevant owner to corroborate what entered use. Explain outstanding actions and whether different scope or reporting periods limit comparison. This connects the analysis to a real operational response.

A08 Observed contribution and development. Use specific existing feedback describing what you analysed, questioned or followed up, with dates and references. Retain your response to that

feedback in the learning record. A witness should describe observed commercial actions, not merely call you professional. One episode may support B3 without proving consistent judgement across every setting.

Explain an artefact and each claim separately

An upload annotation should help a reviewer understand the record before evaluating it. The following is an illustrative writing pattern; replace every detail with your actual work:

A05 is my options comparison, version 2, reviewed by the commercial manager. I prepared rows 8–15 using the authorised cost forecast and estimator's resource assessment. I corrected a missing supervision allowance after review. Cells F10–H12 distinguish incremental cost, revenue and forecast profit. The manager checked the commercial assumptions; I did not agree the price. A06 records the resulting recommendation. The comparison remains conditional on the outstanding productivity assumption.

For **K18**, separately explain the contractual understanding that informed those assumptions: which obligation, allocation of responsibility or change condition affected the controls decision, and what you learned from the source. Cite A02 rather than claiming knowledge because A05 contains numbers.

For **S16**, identify the commercial-control activity you personally performed, its source checks and its effect on reporting or action. Refer to the relevant A03–A07 locations and describe what the review confirms.

For **B3**, explain how your observable judgement considered commercial consequences, including costs, revenue or profitability. Corroborate the action through A06 or A08. Do not attach all three claims to every artefact: some records provide context only.

Reflect on value and continue the portfolio

Use 300 words for context and scope, 700 for knowledge reflection, 700 for tools and application, and 300 for business benefits. Connect learning, comparison, choice, use, feedback and recommendation. Cross-reference the artefacts instead of reproducing their contents. Reuse the existing submission fields; avoid a second inconsistent account.

Observed value might be a corrected obligation, earlier escalation or a reconciled forecast. Profit improvement remains forecast until appropriate evidence supports it. Explain other contributors and the next review. Retain the reflection and self-assessment in the college learning record; select authenticated factual workplace material separately for EPA consideration.

Practise and check your judgement

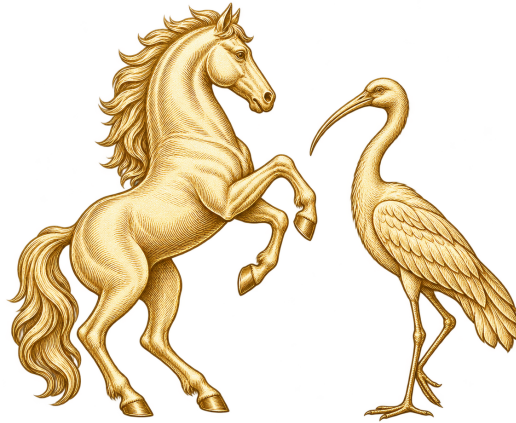
Choose one authorised obligation and trace it to a report, decision and follow-up. For support, review a redacted extract with the commercial owner. For stretch, test the assumption most capable of reversing your recommendation.

1. Your only evidence is a supplier dashboard. What is missing? Feedback: the applicable requirement, source validation, your interpretation, the resulting decision and follow-up. Add those connections rather than more screenshots.

2. A recommendation improves forecast profit. Can you claim cash saved? Feedback: no. Profit, cash and forecast benefit differ. State the basis, timing and uncertainty, then obtain suitable outcome evidence.

3. A manager supplied the contract interpretation. Can you claim all the analysis? Feedback: distinguish that input from your own controls application. Explain what you learned, what you changed and who checked each part.

Tendering and bid evaluation



A defensible tender decision combines fair evaluation with a transparent record of judgement. Explain the basis of comparison and the boundaries of your contribution.

IN THIS CHAPTER

- ◆ Establish consistent evaluation criteria
- ◆ Examine technical and commercial evidence
- ◆ Retain a fair and auditable recommendation

ALWI 09

Primary KSBs K19 and S17

Build evidence from a genuine procurement decision

This theme develops your ability to author measurable project-controls tender content, evaluate invitations and responses, and justify a recommendation through an impartial process. Your output is a connected group of workplace evidence, supported by a 2,000-word reflection explaining your learning and contribution. A completed scoring exercise alone does not establish this capability.

Agree access early with your coach and procurement lead. Your evidence must cover creating controls content, evaluating a received invitation and evaluating bid responses. One opportunity may not provide all three; agree a coherent sequence of genuine opportunities within the theme and explain their relationship. Identify gaps honestly instead of relabelling an outgoing invitation as an incoming one.

Recall the foundation question about personal contribution. What did you author, test, question or recommend? A panel's decision does not establish your individual work. Define your role, authorised access, confidentiality, conflicts of interest and the process for clarifications. If meaningful access is unavailable, arrange a suitable workplace opportunity rather than submit simulated procurement as authentic evidence.

Preserve the starting requirement and your learning need

Start with the business need, procurement stage, scope and decision route. Retain the original controls requirement and explain what made it difficult to evaluate or fulfil. For example, a real requirement might specify frequent forecasts without corresponding data availability. Your investigation should establish the actual mismatch, its consequence and the person authorised to resolve it.

Identify your learning baseline. You may already compile tender documents but need to distinguish an activity description from a testable deliverable, or a supplier promise from evidenced capability. Name the chapter, guided review or professional resource that changed your judgement. Do not claim that every concept was unfamiliar if your development concerned greater depth or independence.

When reviewing an invitation received by your organisation, examine controls obligations, reporting dates, data interfaces, acceptance conditions, resources and commercial consequences. Record questions and assumptions for the bid decision. Do not infer that the organisation can meet an obligation simply because similar wording appeared in an earlier bid.

Select methods that expose important differences

A requirements matrix links each requirement to its proposed response and acceptance evidence. It reveals omissions and contradictory assumptions. It cannot establish supplier capability without supporting information, nor can it decide whether a contract interpretation is correct. Seek the appropriate specialist review.

Compare a prescribed reporting template with an outcome-based specification. A template supports comparability and interfaces; an outcome approach permits different solutions but needs clear acceptance criteria. Use the approach that fits the service and explain where flexibility remains. Avoid requirements that name a tool unnecessarily when the actual need concerns dependable information.

An evaluation matrix makes criteria and reasons traceable. Essential conditions should be checked before comparing weighted scores. Agree descriptors and weights through the authorised process before examining responses. A high aggregate score cannot repair a failed mandatory requirement. Record the bidder passage supporting each rating and distinguish evidence from aspiration.

For illustration only, a price weighting of 40 and a lowest compliant price of £100,000 give a £110,000 response a contribution of $100,000 \div 110,000 \times 40 = 36.36$. A qualitative rating of four out of five on a 40-point criterion contributes 32. These invented figures explain the calculation; they are not a universal procurement rule. Use the approved method and rounding conventions for your workplace process.

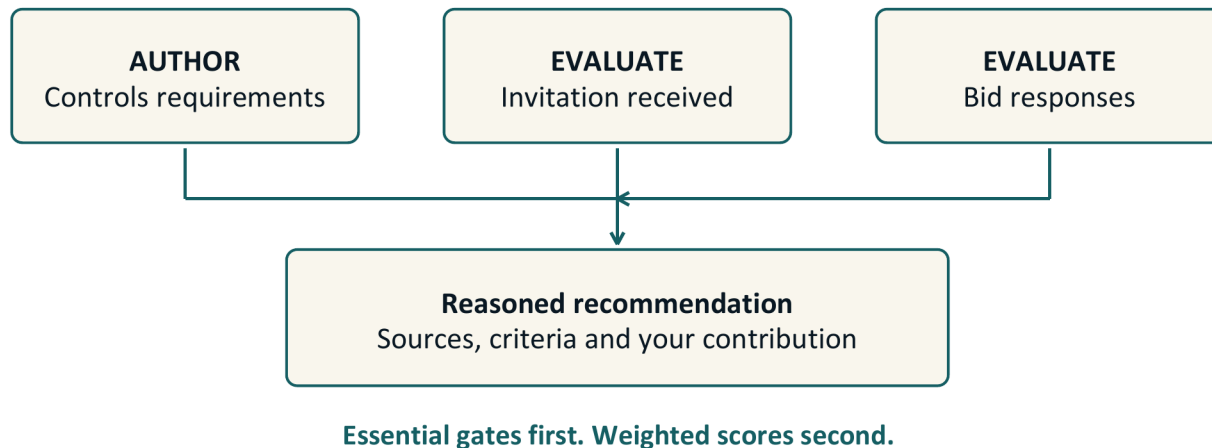
Sensitivity analysis can show whether a recommendation depends on a disputed rating. It should expose uncertainty, not provide an excuse to change criteria until a preferred bidder wins. The procurement lead determines permitted clarifications and communicates relevant requirement changes consistently. Never privately improve a favoured response or share another bidder's confidential information.

Apply the method and follow the authorised decision

Prepare or amend your allocated controls content, obtain review and preserve changes that materially affect delivery expectations. Evaluate the received invitation and responses within your agreed remit. Retain your initial reasoning and any revisions following legitimate clarification or moderation. Explain why the new information warranted the change.

Present a recommendation with unresolved conditions and a clear distinction between your advice and award authority. Follow the decision as far as your role permits: record the approved clarification, issued requirement, award condition or handover action. If procurement is ongoing, identify the actual stage reached and arrange later review rather than invent supplier performance.

Three distinct contributions to procurement



Do not relabel an invitation you wrote as an invitation your organisation received.

Figure 15. Tendering evidence covers authored requirements, received invitations and evaluated responses as distinct contributions.

Assemble a purposeful evidence group

These eight types are a menu, not eight compulsory files. Use existing procurement records, approved extracts and a single evidence index. Each selected item needs its source, date, version, purpose, your contribution, other contributors, exact locator and limitations. Redaction must preserve enough context to evaluate the claim.

A01 Remit and original need. Retain the authorised task, relevant business requirement and starting draft. Locate the instruction, procurement stage and original wording you investigated. Obtain the lead's confirmation of your remit. This establishes why your work was needed; a task allocation alone does not demonstrate authored or evaluated content.

A02 Authored controls content. Keep the requirement you wrote or materially revised, with tracked changes or a clear version comparison. Identify clauses covering outputs, interfaces, frequency, ownership and acceptance. Reviewer comments can corroborate your contribution to S17. A template inherited unchanged supplies context, not proof that you developed the requirement.

A03 Received invitation evaluation. Retain authorised passages from an invitation received by your organisation and your review of obligations, assumptions and consequences. Cite clause and comment numbers and the bid-decision response. Identify commercial advice supplied by others. This supports the invitation-evaluation element of S17; it must not be confused with reviewing your own outgoing document.

A04 Approved evaluation approach. Retain the criteria, gates, descriptors and approval date applicable to the responses. Locate the criteria you helped develop or interpret and explain their rationale. Procurement-owner confirmation supports provenance. The approved matrix explains the framework, but its existence does not prove that you applied ratings consistently.

A05 Individual response evaluation. Keep your scores and reasons linked to exact bidder pages, sections or demonstrated evidence. Preserve formula cells and explain any exclusions or normalisation.

Reviewer or moderation records should identify your contribution. This supports S17 application and the reasoning relevant to K19; a score without its evidential basis remains weak.

A06 Clarification and revised judgement. Use the authorised clarification log, question, response and corresponding evaluation change. Locate the entry and revised rationale. Explain what you asked and why, separating the supplier's answer from your work. The procurement lead's approval confirms the channel; it does not automatically establish that the answer resolved the underlying risk.

A07 Recommendation and decision. Retain your comparison, unresolved conditions and the authorised response. Point to recommendation paragraphs and the panel item recording consideration. Explain where your advice was accepted, modified or rejected. This connects analysis to a real decision, without attributing the whole panel's work or award authority to you.

A08 Handover and review. Retain relevant issued requirements, acceptance arrangements or early service feedback, linked to the original concern. Identify what you checked and which owner confirmed the result. If outcomes are not yet available, retain the agreed review action and its date. Expected benefit should remain labelled as such.

Make the artefact and claim reasoning explicit

An illustrative annotation shows the necessary precision; replace it with your own truthful account:

A05 is my evaluation worksheet, version 3. Rows 7–10 cite the reporting-method passages in both responses; cells D8–J10 contain the approved scoring calculation. I prepared the first evaluation, and the procurement lead moderated it. Clarification C03 in A06 confirmed the proposed data-checking responsibility, so I revised my rationale in row 9. A07 records the panel's response. The evaluation does not establish how the supplier will perform after award.

A separate **K19** explanation should identify what you learned about tender obligations, invitations or responses and why the evaluation method fitted the decision. Refer to the actual requirement and source that changed your understanding. The arithmetic alone cannot show that understanding.

A separate **S17** explanation should identify the content you authored and the invitation or responses you evaluated, with exact locations across A02, A03 and A05. Explain how you applied review findings and connect them to the decision. One artefact may support only part of the skill. No primary Behaviour code is allocated here; impartial conduct matters without inventing an additional claim.

Evaluate value and write the reflective companion

Use the four sections of 300/700/700/300 words to explain context, knowledge, tools and application, and business benefits. The reflection connects the evidence; do not repeat the documents or hide essential reasoning in appendices. Record individual claims in the existing submission fields rather than create duplicate forms.

Observed value may be a clarified obligation, corrected evaluation or explicit acceptance condition. Forecast reductions in reporting effort need a baseline, assumptions and subsequent measurement. Capacity released is not automatically cash saved. Attribute outcomes fairly between requirements, supplier performance and internal data. Keep reflective accounts and self-assessment in the college record; curate factual, attributable evidence separately for EPA use.

Practise and check your judgement

Select one authorised requirement and trace it through your review, revision and decision. For support, agree a small redacted extract with procurement. For stretch, investigate the assumption most likely to reverse your recommendation without changing approved criteria.

1. You have only the signed panel report. Is the evidence group complete? Feedback: no.

Locate your authored content, invitation review, individual evaluation and response to feedback; the final decision cannot establish those contributions by itself.

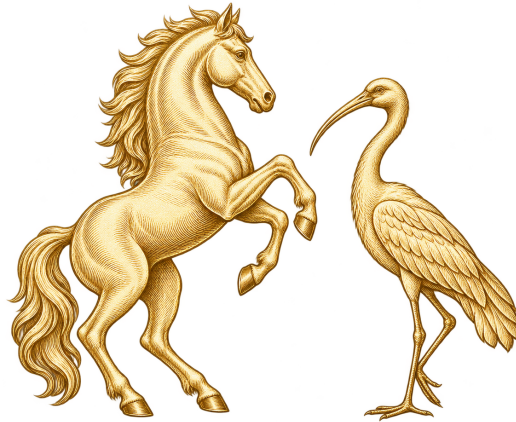
2. The highest-scoring response fails an essential condition. What follows? Feedback:

apply the approved procurement process and seek authorised resolution. An attractive total cannot silently override the requirement.

3. A supplier promises fewer reporting errors. Can you record achieved value? Feedback:

record the supported expectation and acceptance measure. Realised improvement requires later evidence from comparable reporting periods.

Defensible estimates and basis of estimate



An estimate becomes useful when another person can interrogate its basis. Make scope, data, assumptions and uncertainty visible, then connect the estimate to the decision it supports.

IN THIS CHAPTER

- ◆ Develop a traceable basis of estimate
- ◆ Evaluate estimating methods and assumptions
- ◆ Explain uncertainty and the review trail

ALWI 10

Primary KSBs K20 S18 S19

Develop an estimate that another person can interrogate

This theme develops your ability to choose an estimating approach, prepare an estimating framework and apply a technically supported method to real work. Build a coherent evidence group around an actual decision: the information available, the methods considered, your estimate, the assurance response and the use made of the result. The 2,000-word reflection explains your learning alongside that group; it is not a substitute for the estimate and its sources.

Agree a bounded package and decision with your coach and workplace manager. Secure access to appropriate scope, quantities, rates and reviewers. An authorised proposed estimate can demonstrate real analysis, but distinguish its status from an approved commitment.

Perhaps you can populate a workbook but have not justified the estimating method or challenged the productivity basis. Identify the learning needed and the work that will reveal whether your judgement improved. Preserve relevant initial assumptions rather than presenting a flawless retrospective account.

Establish purpose and maturity before calculating

An estimate supports a decision under uncertainty. Early screening may require a proportionate range; detailed authorisation needs stronger scope definition and supporting information. Define the boundary, breakdown structure, design maturity, price date, units, exclusions, schedule assumptions and intended use. Explain who supplies inputs and who may approve the result.

Recommend an estimate class using the employer's applicable classification. A detailed spreadsheet does not create maturity or justify an unsupported accuracy percentage. Record which elements remain provisional and how their uncertainty affects the decision.

Bring cost, time and resources together. A labour total needs a productivity basis, crew composition and calendar if it is to support a duration. Confirm whether rates represent paid time, productive time, overheads or another cost convention. Otherwise two apparently similar estimates may concern different quantities of work or different cost boundaries.

The method carries an assumption

ILLUSTRATION: 24 UNITS COST £40,800

PROPORTIONAL SCALING

$$£40,800 \div 24 \times 40$$

£68,000

Assumes all cost scales with quantity.

FIXED + VARIABLE MODEL

$$£12,000 + (40 \times £1,200)$$

£60,000

Assumes fixed capacity still supports 40 units.

Validate scope, sources, resources and uncertainty; a lower total is not proof of accuracy.

Figure 16. Two illustrative scaling methods produce different estimates because they make different assumptions.

Compare what methods reveal and omit

Analogous estimating uses comparable completed work, adjusted for material differences. It can support early decisions but may transfer irrelevant site conditions or omit changes in scope.

Parametric estimating uses an evidenced relationship between drivers and outcomes. Check the data range and whether the relationship remains valid at your proposed scale.

Bottom-up estimating exposes components, quantities and rates where sufficient definition exists. It supports traceability but cannot recover scope that nobody identified. A combination may be appropriate: use a component estimate for defined work and a separately explained approach for less mature elements. Compare meaningful alternatives rather than using several methods merely to increase the document count.

A short illustrative calculation explains why method choice matters. If 24 units previously cost £40,800, proportional scaling to 40 gives £68,000. If the original total instead comprised £12,000 fixed cost and £28,800 variable cost, the variable rate is £1,200 per unit. Holding the fixed element constant gives $£12,000 + 40 \times £1,200 = £60,000$. These invented numbers are not an estimate for your workplace. The second model is justified only if the fixed resources can support the larger scope.

Likewise, 240 productive hours divided by a crew's 24 productive hours per day gives ten working days. That does not include unavailable access, preceding work or subsequent commissioning unless explicitly allowed. Show how your real duration follows from resources and dependencies, not just a cost total.

Apply assurance and respond to uncertainty

Validate inputs against their sources and seek a review that can challenge scope, method and assumptions. Two methods producing the same total are not independent assurance when they share quantities or omissions. Retain material challenges and explain your response, including recommendations you did not accept and why.

Undertake proportionate cost-risk analysis. Distinguish the base estimate from risk provision, escalation and other additions under the employer's conventions. Check whether the same uncertainty has already influenced rates, productivity or allowances. A 25% probability of an £8,000 incremental event gives £2,000 expected exposure in a simple illustration; it does not establish a contingency confidence level. Use the relevant distribution, dependencies and decision requirements when interpreting risk.

Document the basis of estimate while the work develops. It should explain scope, sources, method, quantities, rates, resources, time logic, assumptions, uncertainty, exclusions and assurance findings. Follow the estimate into the actual review decision, retaining conditions of use and the next validation point.

Collect a connected group of evidence

These eight types are a menu for existing authorised records, not a requirement for eight new files. Select items that together show the work and your contribution. Give each its source, date, version, purpose, exact location, other contributors and limitations. Related calculations may remain in one controlled workbook with clear references.

A01 Commission and starting information. Retain the task instruction, decision purpose and initial scope or estimate. Locate the agreed boundary and unresolved questions. Explain what you were asked to improve and obtain confirmation from the commissioning manager. This establishes the starting position; it does not prove that you selected or applied a suitable technique.

A02 Estimating framework and class. Keep your proposed structure, responsibilities, maturity assessment and class recommendation. Identify sections you prepared and reviewer comments that changed them. Explain how the framework meets the project's decision needs for S18, with K20 reasoning about the approach. State provisional classifications rather than implying more definition than the inputs support.

A03 Sources and quantity basis. Retain authorised drawings, take-offs, historical records or quotations linked to estimate lines. Identify versions, units, dates and adjustments you checked. A designer or estimator can corroborate input validity. A supplier quotation supports a stated scope and period, not every possible condition; explain exclusions and remaining validation needs.

A04 Method comparison and choice. Keep the alternatives you evaluated, their information requirements and the reason for selection. Locate comparison rows and your treatment of comparability or scale. Review comments support the reasoning relevant to K20. A lower number alone is not a reason to prefer one method, and shared assumptions limit apparent cross-checks.

A05 Cost time and resource estimate. Retain your calculations with linked sources, formula cells, crew assumptions and schedule interfaces. Identify what you created or corrected and who checked it. This supports the applied estimating elements of S19. Separate calculated productive duration from elapsed calendar time and distinguish your calculations from specialist inputs supplied by others.

A06 Risk and assurance record. Keep scenarios, sensitivity results, material review findings and your responses. Reference the affected estimate cells and assumption IDs. The reviewer should confirm the challenge and response, not merely sign the cover. This supports the assurance and risk elements of S19, while preserving uncertainties that remain unresolved.

A07 Basis and recommendation. Retain the explanatory basis, estimate status and advice supplied to the decision-maker. Locate the sections stating assumptions, exclusions, range or

conditions of use. Explain your judgement and the review that supports it. Approval establishes an authorised decision; it does not prove that the estimate will predict every eventual cost accurately.

Ao8 Decision and later comparison. Keep the review outcome and, where available, a subsequent scope update, quotation or actual-data comparison. Identify what you investigated and revised, with the owner's response. Explain whether changed scope prevents a like-for-like comparison. If outcomes are pending, record the agreed review and evidence gap rather than invent accuracy results.

Write about the artefact and distinguish the claims

The following illustrative annotation shows the level of explanation required; replace it with actual records:

A05 is the estimate workbook I prepared, version 2. Cells E7–E10 use the quantity records referenced in column B. I separated fixed provision from unit-dependent work and connected labour hours to the agreed crew calendar. The estimator checked the rates; I corrected the duration after the planner challenged resource availability. A06, item 3, records that review. The unresolved access assumption remains in A07 and limits the estimate's use.

For **K20**, explain separately what you learned about the strengths and limits of the methods in A04. Name the source and show how that understanding changed your selection; the workbook total does not by itself demonstrate knowledge.

For **S18**, identify the framework or class recommendation you prepared in A02 and why it fitted the project's stage and decision. Distinguish your recommendation from the approver's authority.

For **S19**, locate your applied calculations, assurance, risk analysis and explanatory basis across A05–A07. Explain how the records combine to support the claim and what remains incomplete. No primary Behaviour code is allocated; do not add one simply because the work involved a review meeting.

Evaluate value through the reflective companion

Use 300 words for context and scope, 700 for knowledge reflection, 700 for tools and application, and 300 for benefits. Explain how the learning changed your judgement, which alternative you rejected, what feedback changed and what you recommend next. Cross-reference artefacts instead of reproducing their contents.

A corrected omission or more transparent uncertainty is an observed improvement in the decision basis. Reducing an estimate is not automatically a saving, and a later cost difference may result from changed scope. Discuss attribution and the cost of preparing the analysis. Keep reflection and self-assessment in the college record; select authenticated factual evidence separately for EPA consideration.

Practise and check your judgement

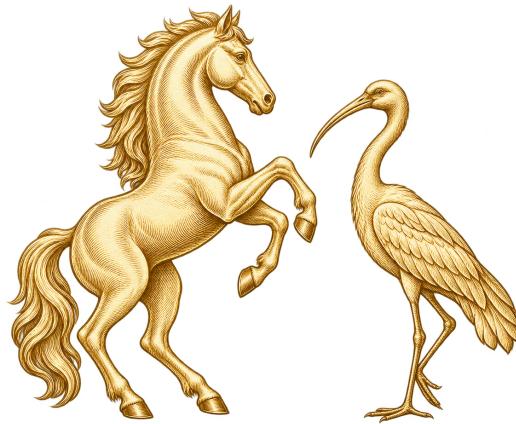
Trace one authorised estimate line from source to method, calculation, review and decision. For support, check units with an estimator. For stretch, vary a material productivity assumption and explain when the recommendation changes.

1. Two totals agree. Is assurance complete? Feedback: no. Check whether they share inputs or omissions and obtain a meaningful challenge to scope, method and assumptions.

2. Your estimate is lower than its predecessor. What value can you claim? Feedback: explain the correction and its decision effect. A changed forecast is not realised cost saving without subsequent evidence.

3. You inherited the workbook. What supports your skill claim? Feedback: identify the analysis, revisions, checks and basis you personally developed, with exact locations and corroboration rather than claiming the entire inherited model.

Credible plans and control schedules



A credible schedule represents a reasoned plan for delivery. Show how logic, resources, constraints and review support an authorised decision and a maintainable control baseline.

IN THIS CHAPTER

- ◆ Develop and test planning logic
- ◆ Evaluate constraints, resources and uncertainty
- ◆ Retain approval and schedule-control evidence

ALWI 11

Primary KSBs K22 S20 S21

Build a defensible planning evidence group

This theme develops your ability to justify a planning framework, create or improve a credible control schedule and explain the assurance behind a milestone. Work on an actual project or package with authorised access to scope, people and planning information. Retain the connected artefacts showing how you investigated the starting position, selected methods, applied them, responded to review and supported a decision.

Your 2,000-word reflection accompanies this evidence group. It explains what you learned, how your judgement developed and what the artefacts establish. It cannot turn a classroom schedule into evidence of real workplace application. Agree the opportunity, your authority and a suitable review period with your coach and supervisor.

Recall the distinction between a date and its justification. You might already update activities but need to learn how logic, resources or uncertainty affect confidence in the result. State that starting capability honestly. If you cannot amend the live schedule, agree an authorised analysis or proposed revision and preserve its actual status throughout the evidence.

Establish the planning decision and baseline

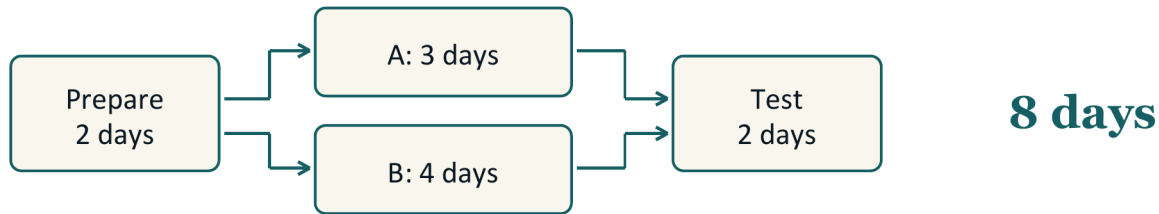
Identify the decision your work supports: selecting a feasible sequence, testing a commitment, improving reporting levels or resolving a planning interface. Record the current schedule, data date, approved baseline and relevant scope. A requested date expresses a need; a forecast follows from a model; a baseline is the authorised reference. They may differ, and moving a constraint does not reconcile them.

Prepare a planning framework that explains schedule levels, audiences, ownership, calendars, coding, update cycles and escalation. A sponsor's milestones, a project control schedule and a team's short-term plan should connect to the same underlying work. Ask what each user must decide and what detail they need. Retain evidence of the framework review.

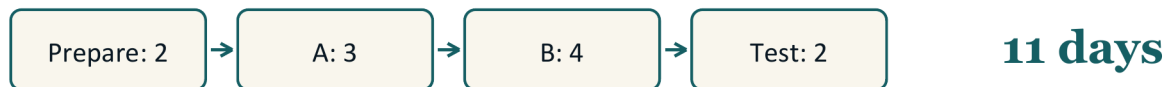
Check information ownership. Identify who confirms durations, dependencies, access, competence and resource availability. A programme view can coordinate dependencies, but it does not replace the technically assured project schedule required to support the milestones. Trace summary dates to the activities and assumptions beneath them.

A logical date is not yet a resource-feasible date

PARALLEL RESOURCES



ONE SHARED SPECIALIST



Illustrative working days; common calendar, no rework and no added date constraints.

Figure 17. Logic permits an eight-day sequence, but one indivisible shared specialist makes the illustrated work take eleven days.

Use methods for the questions they can answer

A logic-linked network helps explain sequence and the consequences of change. Critical path analysis identifies the longest connected route subject to the model's calendars and constraints. It cannot establish that resources are available or that its input durations are reliable. Check those conditions before describing a calculated date as achievable.

Resource analysis exposes demands that cannot occur concurrently. For illustration only, two days of preparation followed by parallel activities of three and four days, then two days of testing, gives $2 + \max(3, 4) + 2 = \text{eight working days}$. If one indivisible specialist must perform both middle activities, the feasible sequence becomes $2 + 3 + 4 + 2 = \text{eleven}$. These invented durations explain the method; they are not workplace evidence or a promised outcome.

Compare realistic responses, such as resequencing, an additional competent resource or changed work packaging. Consider cost, access, quality and approval requirements. Resource levelling may alter completion; moving dates without explaining the trade-off can conceal the problem. Record why the selected option fits your circumstances and when another would be preferable.

Use proportionate schedule-risk analysis. Scenario and sensitivity methods reveal dependence on uncertain assumptions; probabilistic techniques require defensible inputs and interpretation. Do not turn a sensitivity result into an unsupported confidence percentage. If the illustrative testing duration rises from two to four days, the parallel-resource forecast becomes ten days. That shows exposure to an assumption, not its likelihood.

Document the basis and learn from assurance

Your basis of schedule should make the model understandable without relying on your presentation. Explain scope, exclusions, source versions, calendars, duration and resource assumptions, dependencies, restrictions, uncertainty, contingency treatment and unresolved issues. Link significant

assumptions to the activities they affect. Unexplained padding is not a transparent treatment of uncertainty.

Arrange a review with appropriate technical and delivery colleagues. Retain the question, your response, the affected revision and outstanding actions. A finding that your initial model omitted an inspection or resource restriction is useful evidence of learning when you explain the correction. Do not remove the earlier version simply because it looks less polished.

Follow the agreed recommendation into the authorised decision and a subsequent update. Establish whether the change was implemented and whether it improved the planning decision. If delivery has not occurred, report the assurance gained and the limitations that remain. Approval alone cannot establish that the forecast date will be achieved.

Retain evidence that tells the planning story

Select from these eight evidence types using existing controlled records. They are not a fixed file quota. For each chosen artefact explain source, date, version, workplace purpose, personal contribution, other contributors, precise location, corroboration and limits. Combine related records where this improves clarity.

A01 Task and starting schedule. Keep the authorised request, scope extract and original planning position. Locate the activity or milestone that required investigation and explain your learning need. Supervisor confirmation establishes your remit. The starting schedule provides context; it does not show that you prepared its whole content or validated every assumption.

A02 Planning framework. Retain the schedule-level structure, responsibilities, update arrangements and information flows you proposed or improved. Cite the diagram and relevant sections, with review comments from intended users. This supports S20 when you explain the needs and choices. A framework not yet used cannot establish sustained usefulness across reporting cycles.

A03 Logic-linked schedule and revisions. Keep the relevant native schedule or authorised extracts with calendars, links, data date and change history. Identify specific activity IDs and the logic you created or corrected. Planner review can corroborate the technical change for S21. A Gantt screenshot without underlying relationships cannot demonstrate the same analysis.

A04 Resource and constraint analysis. Retain the resource demand, capacity or access checks that influenced your proposed sequence. Locate the affected periods and assumptions, identify your calculations and cite the resource owner's confirmation. This contributes to K22 and S21. An unconfirmed availability statement remains an assumption even when entered neatly in software.

A05 Options and schedule-risk analysis. Keep meaningful alternatives, scenarios and their effects on milestones and provision. Reference model versions and assumption IDs; explain what you tested and why. A competent review supports interpretation. State information limitations and avoid suggesting that a selected scenario or percentile guarantees the outcome.

A06 Basis of schedule. Retain the explanatory narrative linking scope, sources, method and remaining uncertainty. Identify the sections you authored and the reviewers' corrections. This supports the explanatory and evidence-based elements of S21. A generic basis copied from another project cannot establish that these assumptions apply to your work.

A07 Assurance and decision record. Keep findings, responses, unresolved actions and the authorised decision. Point to review items and your corresponding revisions. Distinguish your

recommendation from the approver's decision and other specialists' contributions. This links the schedule to scrutiny; a signature without review content offers limited evidence of assurance.

Ao8 Follow-up and observed use. Retain a later update, user feedback or outcome comparison showing how the framework or schedule entered use. Identify the checks you performed and the owner's response. Explain changed scope and other influences. Where delivery is pending, preserve the agreed future review rather than claim a realised time saving.

Explain the artefact and separate the KSB reasoning

The following is an illustrative annotation, not a supplied workplace account:

Ao3 contains the schedule revisions I prepared for the agreed package. Activities I20 and C30 identify the resource conflict I investigated; revision 2 separates the work pending confirmation of another specialist. I produced the comparison in Ao4 and tested the duration assumption in Ao5. The planner checked the logic and the resource owner confirmed the availability position. Ao7 records the recommendation and unresolved decision. This shows my analysed proposal, not approval or completed delivery.

For **K22**, explain separately what you learned about scheduling methods, levels, constraints or resource loading. Locate your comparison and show how that understanding changed the approach. Software output alone does not establish method understanding.

For **S20**, identify the planning framework and level recommendations you prepared in Ao2. Explain the users' needs and how review affected the arrangement. Do not substitute a detailed schedule for this framework claim.

For **S21**, connect your schedule development, resource and risk analysis, basis and assurance across Ao3–Ao7. State which elements the evidence demonstrates and what remains incomplete. The primary map has no Behaviour code; add a contextual claim only when agreed and supported, not simply because colleagues attended a meeting.

Reflect on application and employer value

Use the 300/700/700/300 structure for context, knowledge, tools and application, and benefits. Explain the learning source, rejected alternative, personal action, review and recommendation. Use exact artefact locations to connect the account; do not reproduce the schedule or create another evidence register.

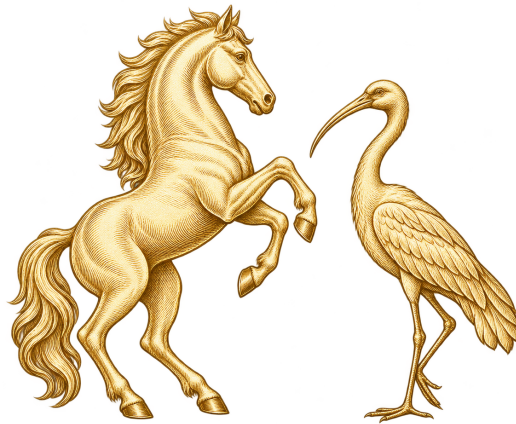
An identified conflict or better-supported milestone is an observed improvement in the decision basis. Avoided delay remains a forecast until suitable evidence exists. Consider the cost of extra resources and maintaining the framework. Keep reflective accounts and self-assessment in the college record, with factual workplace artefacts selected separately for EPA consideration.

Practise and check your judgement

Trace one real milestone backwards through logic, resources, uncertainty and review. For support, discuss a small authorised extract with a planner. For stretch, test a changed access window and show how the recommendation changes.

- 1. The software produces the requested date. Is that sufficient?** Feedback: no. Validate dependencies, calendars, resources, constraints and uncertainty, and retain the review that supports your interpretation.
- 2. Your revision is approved but not used. What can you claim?** Feedback: the analysis and authorised decision. Implementation and effectiveness require further records; identify the planned follow-up.
- 3. One artefact supports K22 and S21. Is one claim statement enough?** Feedback: explain understanding and applied schedule development separately, with precise locations and the limits of each claim.

Cost control and financial discipline



Reliable financial control depends on consistent information and explicit judgement. Explain the cost position, investigate causes and support a proportionate response.

IN THIS CHAPTER

- ◆ Establish a reliable cost-control basis
- ◆ Analyse variances and forecast conditions
- ◆ Demonstrate financial discipline and review

ALWI 12

Primary KSBs K24 K25 S23

Build evidence of a reliable financial control decision

This theme develops your ability to recast an estimate into a budget, reconcile financial records and explain the relationship between cost, commitments and cash. Build a coherent group of real workplace artefacts showing your investigation, method choice, application, review and recommendation. Your 2,000-word reflection explains what you learned through that work; it does not replace the financial evidence.

Agree a bounded package and authorised access with your coach, manager and finance colleague. A useful opportunity could concern unclear commitment balances, late accruals, a budget coding mismatch or a cash forecast that ignores delivery and payment timing. Identify the decision that better information should support and the limits of your authority.

You may already extract expenditure data but need to understand what each field includes, how costs are recognised or how a schedule affects payment forecasts. Name the learning source and retain the starting difficulty. Do not create a parallel accounting system merely for the ALWI.

Reconcile the parts before forecasting the whole**ILLUSTRATIVE £80,000 TOTAL ORDERS**

$$\text{£80k orders} + \text{£15k unplaced} = \text{£95k forecast}$$

Do not add recognised cost to full orders again. Payment timing is a separate cash view.

Figure 18. An illustrative reconciliation separates recognised cost, outstanding commitments and unplaced remaining work.

Establish the financial basis before comparing totals

Start with the approved estimate, budget structure, reporting date and relevant organisational conventions. Recast estimate lines into work packages and cost codes with a reconciliation to the authorised total. Explain transfers, exclusions and changes separately. Recoding should not silently alter scope or funding.

Distinguish budget provision, total orders, outstanding commitments, recognised cost, accruals, invoices and payment. A commitment field might show the full order value or only the unfulfilled

balance. Recognised cost concerns work received or performed under the applicable policy; payment concerns cash settlement. An accrual may recognise appropriate cost before an invoice is processed. Agree definitions with finance rather than assuming system labels are universal.

For illustration only, suppose £80,000 of total orders includes £45,000 invoiced cost and £7,000 accrued cost. Recognised cost is £52,000 and outstanding ordered work is £28,000. Adding £15,000 of separately forecast unplaced work gives £95,000 final cost. Adding the full £80,000 orders again to £52,000 recognised cost would double count. These invented figures explain reconciliation; your evidence must use authorised records and their actual meanings.

A budget of £100,000 compared with that illustrative forecast has £5,000 headroom, not a realised saving. Remaining scope and uncertainty require review. Explain how you checked completeness rather than assuming an arithmetically correct total is commercially complete.

Select and apply proportionate controls

A line-by-line reconciliation reveals mismatched codes, duplicate amounts and timing differences. It can be transparent for a bounded package but requires disciplined version control. Automated matching may suit larger volumes, while still needing clear rules, exception review and reconciliation to the authoritative ledger. Explain why your approach fits the workload and how another person can follow it.

Accrual estimation connects delivery evidence with unprocessed invoices. Use accepted quantities, service periods or another finance-approved basis. A percentage estimate without a clear source may create false precision. Check subsequent invoice matching or reversal so the same cost does not remain recognised twice. Retain a correction when review reveals an error; it can show meaningful learning.

Integrate the cost model with schedule milestones, delivery assumptions and payment terms to produce time-phased cash flow and value-of-work analysis. A payment curve and the value of work performed can differ. Deposits, retention, invoice processing, disputes and payment terms can shift cash without an equivalent change in progress or cost.

Make taxation assumptions explicit with finance support. Recoverable tax may affect payment and recovery timing without becoming an equivalent project cost; nonrecoverable amounts may need different treatment. Use approved policy and applicable rates. Label a net-of-tax illustration accordingly rather than presenting it as a complete treasury forecast.

Review the decision and follow the result

Compare realistic options: improved cut-off checks, a revised reconciliation rule, clarified ownership or a different forecasting approach. Evaluate effort, traceability, error risk and the information managers need. Complexity does not automatically improve reliability.

Present discrepancies and recommendations through the existing review route. Retain finance feedback, corrections and the authorised response. At the next cut-off, check whether the changes entered use and whether exceptions reduced. Distinguish a corrected forecast from cost actually avoided. Where an issue remains unresolved, record its owner, consequence and review date.

Assemble the financial evidence group

The eight types below are an evidence menu, not a compulsory number of uploads. Use existing authorised records and combine connected worksheets where appropriate. Each selected item needs a title, source, date, version, purpose, personal contribution, other contributors, exact location, corroboration and limitation. Protect commercially sensitive information without obscuring the reasoning.

Ao1 Task and starting position. Retain the instruction, reporting cut-off, original cost report and identified discrepancy. Locate the rows or fields you investigated and explain your learning need. Manager confirmation establishes your remit. An original report provides context; it does not prove that its data were complete or that you created its calculations.

Ao2 Estimate to budget recast. Keep the mapping between original estimate lines, work packages and budget codes, including total checks and authorised changes. Identify your mapping decisions and review corrections. This supports K24 and the recasting element of S23. A changed code does not itself justify a budget transfer or additional funding.

Ao3 Data definitions and control method. Retain the relevant finance guidance and your explanation of total versus outstanding commitments, cut-off rules and source precedence. Locate the definitions you clarified and the process owner who confirmed them. This supports understanding relevant to K25. A policy extract alone does not demonstrate that you used it correctly.

Ao4 Commitments and cost reconciliation. Keep order-line references, recognised amounts, remaining balances and exception explanations. Identify formula cells and the checks you personally completed. Link them to finance or purchasing confirmation. This supports S23 application; unexplained balancing adjustments or totals without line-level provenance cannot establish reliable reconciliation.

Ao5 Accrual assessment and subsequent matching. Retain the delivery evidence, calculation basis, period and relevant finance approval. Identify the amount you assessed and the invoice match or reversal checked later. Explain estimate uncertainty and any correction. This supports K25 and S23, while distinguishing your analysis from another person's authority to post accounting entries.

Ao6 Time-phased cash and work profile. Keep the schedule or delivery references, payment assumptions, period calculations and treatment of relevant tax or retention. Locate your links between progress and payment timing. Finance and package-owner review corroborate assumptions. Explain whether the profile is net or gross of relevant amounts and what prevents it being a complete funding forecast.

Ao7 Recommendation and authorised response. Retain your options comparison, explanation of financial consequences and decision record. Point to the advice you prepared and conditions accepted or rejected. Identify other contributors. This connects analysis to action; an approved recommendation does not show that the control was implemented or that forecast headroom became a saving.

Ao8 Follow-up and observed improvement. Keep the next-period reconciliation, corrected report or measure of exceptions and review effort. Locate the changes you checked and the owner's confirmation. Explain differences in workload or scope that affect comparability. If the result is pending, retain the agreed review action and state the evidence still needed.

Explain the artefact and distinguish knowledge from application

The following annotation is illustrative and must be replaced with your real contribution:

AO4 is the reconciliation I prepared for the agreed reporting cut-off. Rows 8–19 match purchase lines to invoiced and accepted uninvoiced work; column H identifies the outstanding balance. I investigated three unmatched items with purchasing and corrected the coding in version 2. Finance confirmed the accrual treatment in AO5. AO7 records the decision to use the revised report. The remaining unplaced-work forecast depends on a scope review and is not yet a confirmed commitment.

For **K24**, separately explain what you learned about budget baselines, estimate recasting or the cost-control hierarchy and how that changed AO2. Do not claim knowledge merely because you received the approved budget.

For **K25**, explain the financial-control principles behind a selected reconciliation, accrual or cash assumption. Cite the actual guidance and review that resolved your previous misunderstanding. Show the consequences of an alternative treatment and its limitations.

For **S23**, identify your applied recast, capture of commitments and expenditure, accrual use, and integration of cost and schedule. Refer to exact locations across AO2 and AO4–AO6. One worksheet may show only part of this skill. No primary Behaviour code is allocated; contextual and corroborating records do not each require a KSB claim.

Write the reflection and evaluate organisational value

Use the four sections of 300/700/700/300 words for context, knowledge, tools and application, and benefits. Explain learning, method comparison, personal use, feedback and recommendations. Reference the financial artefacts rather than reproduce entire worksheets. Use the existing learning and evidence fields without duplicate logs.

An observed benefit may be a removed duplicate, supported accrual or clearer payment profile. Future savings need a defensible baseline and subsequent evidence. Consider the effort of maintaining the control and other contributors to the result. Keep reflection and self-assessment in the college record; select authenticated factual evidence separately for EPA consideration.

Practise and check your judgement

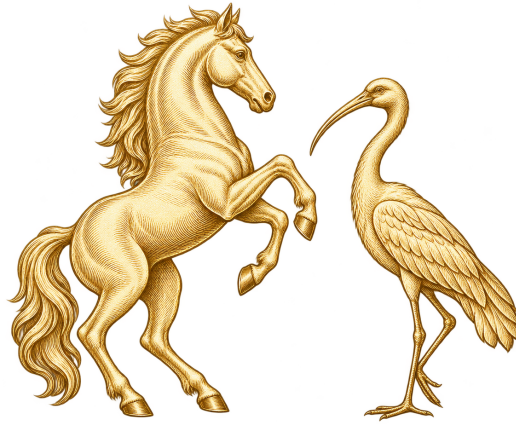
Trace one authorised amount from source through recognition, commitment balance and payment timing. For support, ask finance to review a small redacted reconciliation. For stretch, test a delivery delay and explain which cost and cash assumptions change.

1. A delivery moves from outstanding commitment to accrual. Must the final forecast rise? Feedback: not if it was already included at the same value. Reclassify the amount without counting it twice; investigate any genuine price or scope change separately.

2. Payment is delayed. Has the project become cheaper? Feedback: a timing change does not itself reduce recognised cost. Check terms and consequences with finance before interpreting the cash movement.

3. The totals reconcile but sources are missing. Is the evidence sufficient? Feedback: no. Reconciliation needs traceable inputs, your checks and corroboration, with unresolved items made visible.

Measuring progress and explaining performance



Performance measures help a decision maker understand progress when their basis and limitations are clear. Link successive reporting points to explanation, action and review.

IN THIS CHAPTER

- ◆ Define and verify meaningful progress measures
- ◆ Explain performance against the baseline
- ◆ Evaluate decisions across reporting points

ALWI 13

Primary KSBs K26 K27 S24 S25

Build a performance evidence group across reporting points

This theme develops your ability to establish credible measurement rules, validate performance data, interpret variance and support a management response. Work with a real project or package and retain the connected records: baseline, rules, source checks, calculations, explanations, decision and follow-up. Your 2,000-word reflection explains learning through that sequence; a dashboard or reflective account alone cannot demonstrate the technical work.

Agree access and scope with your coach and project controls manager. You need the progress baseline, supporting work records, reliable actual costs and enough reporting points to examine trends. At programme or portfolio level, preserve a technically complete project example beneath the summary. A RAG status is a communication device, not a replacement for progress and earned-value analysis.

You may already prepare reports but need to challenge rules of credit, align actual costs with progress or distinguish a forecast from an authorised baseline. Name the learning source, explain the starting difficulty and identify the decision that better analysis should support. ALWI-13 has one agreed submission home even where its evidence is relevant to more than one module.

Establish what earns progress credit

Review the scope, work-package structure, budget and time-phased baseline. Confirm the data date, measurement owners and acceptance evidence. Explain how work earns credit before interpreting a percentage. Retain the applicable rules and identify any gaps through the authorised process.

Physical quantities can suit repeatable outputs; weighted milestones can represent staged deliverables; zero-or-one-hundred-percent credit can suit short tasks with clear acceptance. Compare methods against the work rather than selecting the easiest percentage to report. A long package under a completion-only rule may hide meaningful intermediate progress. A subjective “almost finished” estimate can hide unresolved acceptance work. Appropriate packaging and criteria matter as much as the label.

A rule must be consistently applied. Do not award progress solely because time elapsed, an invoice was paid or a supplier sounded confident. If a rule is unsuitable, explain the proposed change and obtain the required approval; do not retrospectively alter it to improve performance. Preserve the original position and the effect of any authorised revision.

Validate the inputs before trusting the indices

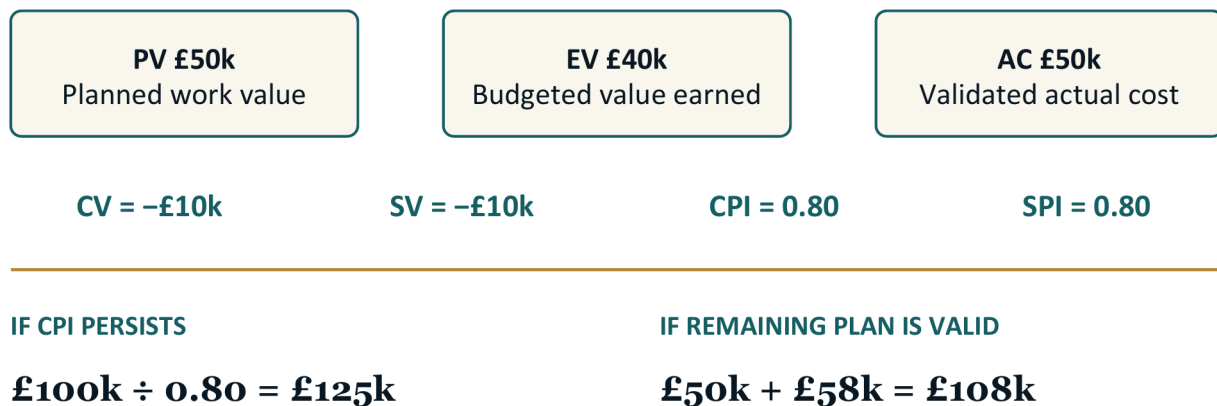


Illustration only. Forecasts depend on assumptions; monetary SV is not days of delay.

Figure 19. Performance indices depend on a valid baseline, accepted progress and complete actual costs.

Validate inputs before interpreting indicators

Match scope, coding and cut-off dates across planned value, achieved work and actual cost. Check quantities against accepted records, investigate duplicate progress and identify incomplete coverage. Validate actual costs with finance, including appropriate accrued or estimated actuals under the agreed system. Missing invoices do not necessarily mean that no cost was incurred.

For illustration only, planned value of £50,000, earned value of £40,000 and actual cost of £50,000 give cost variance of -£10,000, schedule variance of -£10,000, CPI of 0.80 and SPI of 0.80. Omitting £5,000 of valid uninvoiced cost would produce a misleading CPI of $£40,000 \div £45,000 = 0.889$. The invented figures demonstrate why validation matters; they are not a model workplace submission.

Earned value expresses achieved work at its budgeted value. Schedule variance expressed in money units is not additional expenditure or days of delay. Inspect the remaining logic and critical activities before advising on finish dates. An acceptable aggregate index can conceal a serious problem in a particular package, so investigate material exceptions beneath the total.

Compare forecasts and support a response

A trend-based forecast can reveal the consequences if current efficiency continues. A bottom-up estimate can incorporate changed resources, methods or remaining scope, but those assumptions need evidence. For illustration, a £100,000 budget divided by CPI 0.80 gives £125,000. Actual cost of £50,000 plus a reviewed £58,000 estimate to complete gives £108,000. Explain what would have to change for the lower forecast to be credible instead of choosing it because it is more comfortable.

Review cumulative and period performance across reporting points. Investigate changes in work mix, scope, accounting corrections and measurement before attributing an improving index to a management action. A single favourable period may justify further investigation without proving sustained recovery.

Present the issue, evidence, implications, options and recommendation to the appropriate decision-maker. Consider proportionate corrective action, its cost and delivery consequences. Record the response and follow the action into subsequent performance. Neither a forecast nor a dashboard colour authorises additional funding or silent replacement of the baseline.

Assemble the connected evidence

The eight types below are a menu, not a fixed file count. Use existing records and a consistent index. For each selected artefact identify source, date, version, purpose, your contribution, other contributors, precise location, corroboration and limitation. Preserve enough source detail to reproduce the analysis without exposing unnecessary confidential information.

A01 Task and starting performance position. Retain the agreed decision, reporting scope, initial report and your learning baseline. Locate the discrepancy or uncertainty you were asked to investigate. Manager confirmation establishes your remit. A published report supplies context; it does not establish that you validated its figures or developed its measurement approach.

A02 Baseline and measurement rules. Keep the approved time-phased baseline, work-package definitions and credit criteria. Locate your own contribution to establishing the progress baseline, the rules you selected or proposed, and their approval status. If you only inherited and used an existing baseline, identify the further application needed to substantiate that part of S24. Technical-owner review corroborates suitability. This supports K26/K27 reasoning and S24 application, but approved rules still require evidence that actual credit was earned.

A03 Source validation and exceptions. Retain accepted quantities, milestone evidence, cost references and reconciliation checks. Locate the rows, dates and exceptions you personally tested or corrected. Finance and delivery confirmation support provenance. Explain remaining omissions and cut-off limitations; a reconciled total can still contain technically inappropriate progress.

A04 Performance calculations. Keep formula cells, source links and independent checks for progress, earned value, variances and indices. Identify your calculations and any corrected defect. A reviewer should be able to reproduce the result from A02 and A03. This supports applied analysis for S24/S25; correct arithmetic does not validate the underlying assumptions automatically.

A05 Trends and forecast comparison. Retain more than one reporting point, cumulative and period measures, remaining-work estimates and key assumptions. Locate your explanation of changes and alternative forecasts. Review with relevant package owners. This supports K27 and S25, while making clear where changed scope or work mix prevents a simple comparison.

A06 Management explanation and recommendation. Keep the report or briefing you prepared, showing material causes, implications, options and the decision required. Reference the analysis supporting each major statement. Obtain specific confirmation of your role in preparing or presenting it. A concise summary is useful when it remains traceable; unsupported colour coding is not sufficient evidence.

A07 Decision action and follow-up. Retain the authorised response, action owner, due date and subsequent progress evidence. Locate what you checked and how you revised the interpretation. Distinguish an action assigned from one completed. The record connects analysis to a management response but does not prove that the response caused every later improvement.

A08 Review feedback and limitations. Use existing review comments, observed contribution and corrections to show how your judgement developed. Identify the question that changed your approach

and the version affected. Preserve unresolved technical or data issues with their next review. Generic praise cannot substitute for corroboration of your actual analytical work.

Explain an artefact with separate claim statements

The following annotation is illustrative; use only details supported by your own records:

AO4 is my performance workbook for the agreed cut-off. Cells F12–J18 use accepted progress from AO3 and the baseline in AO2. I reconciled an uninvoiced-cost exception with finance before recalculating CPI. The controller reviewed the source treatment; I retained the original and corrected results in separate labelled versions. AO5 compares the revised trend with the remaining-work estimate. The output supports a conditional forecast, not an approved budget change.

For **K26**, explain separately what you learned about progress or performance techniques, their strengths, limitations and communication needs. Locate the method comparison in AO2 or AO6 and identify the source that informed your choice.

For **K27**, explain your understanding of the progress baseline and trend or variance interpretation. Show why a change mattered and what alternative explanation you investigated. Do not equate a calculated index with a proven cause.

For **S24**, identify how you established the progress baseline and selected and applied suitable analysis, with precise records in AO2–AO4. For **S25**, separately explain the monitoring and control analysis you applied across reporting points and its use in AO5–AO7. Where records overlap, use distinct reasoning rather than duplicate a generic statement. No primary Behaviour code is allocated.

Write the reflective companion and evaluate value

Use 300 words for context and scope, 700 for knowledge reflection, 700 for tools and application, and 300 for benefits. Explain learning, alternatives, choice, personal use, feedback and recommendation. Let references connect the narrative to the artefacts instead of reproducing whole reports or creating duplicate submission forms.

Observed value could be a corrected measurement, earlier recognition of a trend or a better-supported decision. Improved delivery or savings require later evidence and fair attribution. Include the effort of collecting and checking information. Keep reflection and self-assessment in the college record; select authenticated factual artefacts separately for EPA consideration.

Practise and check your judgement

Trace one actual indicator to its baseline, acceptance evidence, cost source and decision. For support, reconcile a single package with its owner. For stretch, explain why its aggregate index and critical milestone might suggest different concerns.

1. A dashboard is green but acceptance records are missing. What should you do?

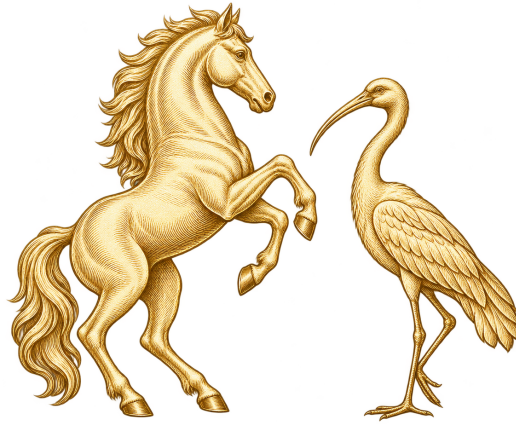
Feedback: investigate the credit basis and disclose the limitation. Colour is not evidence that the work meets its defined completion rule.

2. A later CPI improves. Can you attribute that to your recommendation? Feedback: check action implementation, data corrections and comparable work. State what the evidence supports and what alternative explanations remain.

3. Your artefacts contain every calculation but no decision response. What is the gap?

Feedback: show how you explained the implications, what management decided and what you followed up. Analysis needs a traceable workplace purpose.

Leading and developing controls capability



Capability develops through purposeful practice, feedback and responsibility. Demonstrate how you supported others, strengthened controls work and evaluated the result.

IN THIS CHAPTER

- ◆ Identify real capability and development needs
- ◆ Lead learning through workplace practice
- ◆ Evaluate contribution and sustained improvement

ALWI 14

Primary KSBs K30 S28 B10

Build evidence of development through real practice

This theme develops your ability to compare leadership approaches, coach and mentor colleagues, and evaluate both their developing capability and your own professional learning. Agree a genuine controls-service need with your manager, coach and participating colleague. Retain a coherent group of workplace artefacts showing the starting need, your approach, observed interactions, work produced, feedback and follow-up over time.

The 2,000-word reflection explains your learning alongside these records. It cannot establish development merely by saying that you were supportive. Plan enough time for application, review and a further opportunity to test what changed; do not manufacture meetings to complete a checklist.

Agree access, confidentiality and the purpose of developmental records with those involved.

Establish the controls requirement and starting capability

Select a bounded need such as improving schedule checks, producing reliable variance explanations or reconciling cost information. Identify the required standard and organisational guidelines. Examine existing work with the colleague and ask about unclear expectations, access, workload and training. Do not diagnose a capability weakness from one mistake or confuse a resource problem with lack of effort.

Agree an observable development objective. “More confident reporting” is difficult to evaluate alone; an objective might concern independently tracing a variance to its source, explaining uncertainty and proposing an owned action. Preserve the starting work and the criteria used to review it. Ask what motivates the colleague and connect practice with a responsibility or opportunity that matters to them.

Explain how organisational values affect your approach. Accuracy may require checking uncertain information; openness may require acknowledging an unresolved error; respectful challenge may require listening before correcting. Follow the organisation's escalation requirements and do not promise confidentiality that conflicts with them.

Compare leadership approaches and use both methods

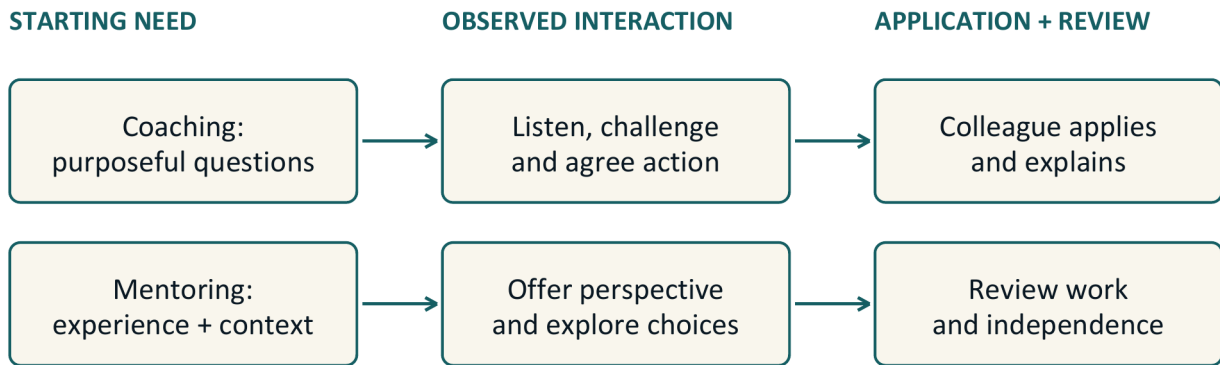
Directive instruction can establish an unfamiliar procedure or correct an urgent issue within your authority. It is useful when essential knowledge is missing, but repeatedly doing the work yourself can prevent independent judgement. Delegation can create ownership when competence and support are sufficient; unsupported delegation can simply transfer confusion.

Coaching uses purposeful questions, listening, feedback and practice to help a colleague examine their reasoning and develop solutions. Ask what evidence supports a conclusion, what else could explain the result and what the reader needs to decide. Do not withhold essential technical instruction merely to keep asking questions. Evaluate when questioning helps and when direct explanation is necessary.

Mentoring draws on relevant experience to explain professional context, options and longer-term development. You might discuss how to prepare for a controls review or navigate an escalation route, while identifying the limits of your own experience. Avoid presenting your preferred practice as the only acceptable approach when organisational guidance or circumstances differ.

This theme requires evidence of both coaching and mentoring. Make their distinct purpose and use visible; one conversation labelled twice is insufficient. Use existing development records. Select methods for the person's needs and the task, then retain feedback showing whether the approach helped.

Develop capability and examine your own practice



Your B10: receive feedback → change your practice → test it again

Both methods need evidence. Another person's improvement is not your CPD record.

Figure 20. Coaching and mentoring require observed application and review over time, alongside the learner's own development.

Apply adapt and observe development over time

Agree practice, support and review points. Observe the colleague's actual work, ask them to explain their reasoning and offer specific feedback linked to the agreed standard. Retain relevant drafts and the response to feedback with permission. An improvement made entirely by you does not establish their independence.

Invite observation of your own approach. A reviewer may notice that you answer your questions too quickly, give vague praise or provide more direction than the colleague needs. Explain how you responded and what happened at a later session.

Review quality, independence and transfer to another suitable task. Use comparable work and consistent criteria where possible, while acknowledging differences in complexity and support. For illustration only, moving from 18 of 30 checks met to 28 of 30 is a rise from 60% to 93.3%, or 33.3 percentage points. Those invented figures explain a measure, not proof that coaching caused the improvement. Technical judgement and observed conduct remain essential.

Do not claim sustained capability after one successful attempt. Agree a later check with less support, identify remaining gaps and consider other influences such as experience, supervisor input or easier work.

Retain a coherent development evidence group

Use the following eight types as a menu, not a compulsory file count. Reuse existing development, review and work records. For each selected artefact identify title, source, date, version, purpose, your contribution, other contributors, exact location, corroboration and limitation. Keep personal information proportionate and authorised.

A01 Agreed need and starting work. Retain the controls requirement, relevant role expectations and an authorised sample showing the starting difficulty. Locate the criterion or work passage discussed and explain your investigation. Manager and colleague confirmation establish the agreed focus. A baseline identifies a development need; it does not demonstrate that your support improved capability.

A02 Leadership choice and values in practice. Keep your agreed approach and the relevant organisational guidance, linked to the person's needs. Identify why you selected questioning, instruction, mentoring or delegated practice at particular points. Reviewer comments corroborate the rationale for K30. A plan shows intent; actual sessions and decisions must show whether you used it.

A03 Coaching activity and observation. Retain a proportionate session record or existing observation describing your questions, listening, feedback and the colleague's response. Cite dated items or authorised timestamps rather than storing unnecessary recordings. Explain what you changed after feedback. This contributes to S28, but a script or attendance record cannot establish the interaction occurred as planned.

A04 Mentoring activity and response. Retain the professional guidance or experience you discussed, its relevance, the colleague's questions and the agreed next action. Identify the limits you explained and the organisational route checked. Specific observation or participant confirmation supports S28. Advice given does not itself prove that the colleague used it or developed as a result.

A05 Work revisions and technical feedback. Keep authorised before-and-after extracts, review criteria and comments identifying what the colleague changed independently. Locate the source checks or reasoning that improved and state the assistance provided. A competent technical reviewer can corroborate quality. Do not claim sole authorship of the colleague's work or hide corrections you made yourself.

A06 Development review across occasions. Retain comparable work, observations and colleague feedback over an appropriate period. Identify your analysis of independence, transfer and remaining needs. Explain differences in task difficulty and other support. This contributes to evaluating your S28 practice; a rising score alone cannot establish causation or sustained competence.

A07 Your professional learning and response. Keep factual records of relevant learning, feedback you received and its subsequent application, with dates and precise links. Identify the change you made in your own practice and who observed it. This is important for B10. Attendance certificates or a colleague's improvement cannot substitute for evidence of your responsibility for professional development.

A08 Follow-up decision and workplace value. Retain the agreed next responsibility, support arrangement or review action and evidence of how it was used. Locate your recommendation and the manager's response. Explain which improvements are observed and which remain expected. Positive comments alone cannot establish the full effect.

Explain the artefact and each mapped claim

The following illustrative annotation demonstrates the required specificity; replace it with your own records:

A03 records the coaching review that my supervisor observed. Items 2–4 describe the questions I used to help the colleague test a variance explanation. The supervisor noted that I supplied an answer too early. I introduced preparation time at the next review and asked the colleague to compare two interpretations before commenting. A05 contains the independently revised paragraph; A06 records the later feedback. This supports my application and adaptation of coaching, while the extent of independent performance still needs follow-up.

For **K30**, separately explain what you learned about leadership, coaching, motivation or development and why a chosen approach suited the need. Compare a credible alternative and identify the source and feedback that changed your judgement. The observation alone does not explain that understanding.

For **S28**, locate both coaching and mentoring, their relationship to controls requirements, and the organisational values and guidelines you applied. Use A02–A06 to show distinct actions and their review. Do not claim the whole skill from one supportive conversation.

For **B10**, explain your own responsibility for learning and improvement, including giving and receiving feedback and maintaining professional standards. Cite A07 and observed changes in practice.

Distinguish this from the colleague's development. Not every artefact needs all three claims; baseline or contextual records may carry none.

Write the reflective companion and evaluate value

Use 300 words for context and scope, 700 for knowledge reflection, 700 for tools and application, and 300 for benefits. Connect learning, comparison, choice, practice, feedback and recommendation through exact artefact references. Use existing submission fields.

Observed value might include clearer explanations, fewer repeated corrections or more independent checking. Measure relevant effects where possible and discuss your time and other contributors. Released review capacity is not automatically cash saved. Keep reflective self-assessment in the college record, with factual records selected separately for EPA consideration.

Practise and check your judgement

Select one real development need and agree distinct coaching and mentoring contributions. For support, observe a competent colleague first. For stretch, plan how to test transfer to unfamiliar work without supplying the answer.

1. You corrected every draft yourself. What remains unproven? Feedback: the colleague's independent capability and the effect of your developmental approach. Retain opportunities for their own reasoning and later review.

2. A participant enjoyed the session. Is that enough? Feedback: it is useful feedback about experience, not proof of technical development. Combine it with observed practice and actual work over time.

3. The colleague improves but you cannot identify your own learning. What is missing for B10? Feedback: evidence of your professional development, feedback received and applied changes. Do not treat another person's progress as your behaviour claim.

Appendix A Building and explaining a complete evidence group

Begin with your own workplace records

This walkthrough shows how to organise an ALWI 06 group around a real stakeholder and communication decision. Apply the sequence to an authorised activity in your workplace. It is not a supplied case study or a completed submission. The suggested artefacts and short annotations explain the expected depth; they do not establish that any event occurred. The substantive records, dates, contribution and results must be yours.

Select one decision for which stakeholder cooperation matters. It might concern reporting arrangements, an escalation route, the information needed for approval or an operational change. Identify the decision owner, affected audiences and your remit. Check that you have time and permission to investigate, communicate, receive feedback and review. The group should make a connected practice visible, rather than assemble unrelated examples of each document type.

Establish the group and its evidence index

Use the group label ALWIo6 and retain existing workplace document identifiers. Local IDs Ao1 to Ao8 below indicate evidence types; they are not a compulsory file count. A single authorised record may cover several functions. Several related files may need sub-identifiers, such as Ao6a for feedback and Ao6b for a revised arrangement.

Ao1 Starting position and remit. Retain the task or authorisation record, the current reporting difficulty and the decision to support. Identify your role and limits. Keep the personal learning baseline in the college learning record. The workplace remit can establish what you were asked to do; it cannot establish that you completed it.

Ao2 Stakeholder investigation. Retain relevant roles, interests, needs and influence, together with enquiry records. Distinguish what stakeholders actually said from your interpretation. A map populated by assumption should be labelled and checked. Identify the rows you developed and the evidence that changed your judgement.

Ao3 Communication plan and method choice. Connect audience, purpose, content, channel, timing, owner and feedback. Retain a short comparison of plausible approaches and the approval or review appropriate to your authority. Show how findings in Ao2 informed choices in Ao3.

Ao4 Communication for one audience. Preserve the material actually issued or presented and evidence of the interaction. For a decision owner, this could be a concise summary of options, implications and the approval needed. A draft alone does not show delivery or understanding.

Ao5 Contrasting communication for another audience. Preserve a meaningfully different communication concerning the same decision. An operational audience may need practical responsibilities, examples and opportunities to question the proposal. Explain differences in purpose, detail, language, timing or channel while keeping facts consistent.

Ao6 Feedback and adaptation. Retain the dated concern or changed need, your response and the substantive revision. Preserve the relationship between versions. Ao6a might record the feedback and Ao6b the resulting change. Explain why the adaptation was appropriate; an unexplained revised file cannot show your reasoning.

Ao7 Decision outcome and follow-up. Retain the decision record, agreed actions, evidence of use and relevant comparison data. Separate approval from implementation and implementation from value. If the benefit is not yet measured, retain the review plan and state that limit.

Ao8 Factual corroboration where useful. A colleague may confirm what they observed you do, when and in what context. Their statement should identify its scope and limits. Generic praise does not establish an action, and a witness cannot verify an event they did not observe.

The index should connect these records in a few sentences: investigation informed the plan; the plan informed two communications; feedback prompted adaptation; the decision and follow-up show what happened next. Where that connection is missing, investigate it rather than filling the gap with narrative.

Explain the artefact before claiming competence

Open one of your actual records and complete its explanation. Give the ID, title, date, version and status; the workplace purpose; your contribution and others' contributions; the exact location; related evidence; and the claim's limits. Use the existing wizard fields rather than creating another cover sheet unless required.

An illustrative annotation, suitable only where the records substantiate every statement, is:

Ao6b is the revised reporting arrangement. I changed the timing in the highlighted deadline field after checking the concern recorded in Ao6a, meeting item 3. The project manager approved the revised arrangement; that approval was not my decision. Ao7 records the subsequent follow-up. The pair shows my response to this concern and the resulting revision. It does not establish that the new arrangement remained effective over later reporting cycles.

This explanation locates the action and identifies the boundary of the claim. It also tells the reviewer which other records are necessary. Replace all identifiers, locations and descriptions with the actual details from your evidence.

For a screenshot, retain a readable authorised extract, identify its source system and capture date, and annotate the exact field or change. Explain whether it is a live record, approved version, draft or reconstructed illustration. A reconstruction may help explain a process but cannot prove that the illustrated workplace event occurred. Where a live system changes, agree how a dated export or controlled record will preserve the relevant evidence.

Write separate KSB claims

Check the route and version first. ALWI O6 identifies PCP S13, B8 and B11 as the core focus; K14 and S27 can support the task where evidenced. Do not import another apprenticeship's codes. A smaller number of precise claims is stronger than unsupported coverage, and the brief allows no more than three per category.

Knowledge. Explain the relevant concept accurately, the learning source and the change in understanding. Then point to the application. An illustrative K14 explanation might say that

stakeholder enquiries changed an initial assumption that all audiences needed identical reports, and locate the documented distinctions in A02 and their effect on A03. It must also explain those distinctions; naming the chapter and the code is insufficient.

Skill. Locate what you personally did and why it meets the descriptor. An illustrative S13 claim could read: “In A04, slides 2 and 3, I selected the options and approval request for the sponsor. In A05, sections 2 to 4, I explained responsibilities and reporting examples for the operational team. A02 records the needs that informed this contrast. The project manager checked factual accuracy; I prepared the different communications.” Use such wording only for your actual contribution and add the evidence of use and response.

Behaviour. Explain observable conduct through the interaction record. For B8, locate how you explored a concern, involved the relevant people and followed through cooperatively. For B11, separately identify the changed circumstance and your meaningful adaptation. Do not simply attach both codes to the same assertion. One interaction can support an instance of conduct; a claim of consistent behaviour needs evidence across relevant occasions.

Some artefacts provide context or corroboration only. There is no requirement to give every upload a knowledge, skill and behaviour claim. Keep reflective learning and self-assessment in the college area; select suitable factual material for EPA with your coach.

Write the reflective companion from the evidence group

Use the four sections and target allocations below. The account explains the connected practice; it is not a replacement for the records. Put artefact locators beside your planned claims before drafting. If a claim lacks evidence, retrieve it, qualify the statement or agree further application.

Context and scope — 300 words. Explain the workplace activity, decision, difficulty, your role and authority. State the main theme and starting capability. Use A01 to establish the remit and baseline. Keep organisational background short. The reader should know why the activity mattered and what you were personally responsible for doing.

Knowledge reflection — 700 words. Explain what you learned, where you learned it and how it changed your understanding. Compare relevant concepts and recognise their limits. Connect the learning to the investigation in A02 and the choice in A03. Include assumptions you reconsidered and remaining development needs. A textbook summary without an effect on your judgement does not explain applied learning.

Tools techniques and application — 700 words. The supplied brief suggests about 250 words for selection, alternatives and justification; 300 for personal application, contrasting communications, feedback and adaptation; and 150 for developing skills and observable behaviours. Explain what the tools revealed and omitted, how you checked gaps and why the combination suited the decision. Locate the actual work in A03 to A06 and show how the records connect. These proportions support balance, not three additional submissions.

Business benefits — 300 words. Explain the observed result, the basis for any estimate and what remains expected. Use A07 and corroboration to assess understanding, cooperation, agreed action or another relevant measure. Compare equivalent periods where possible, account for effort and discuss other influences. Conclude with a proportionate recommendation and a further review where the result is provisional.

The main narrative totals 2,000 words. Substantive analysis in tables belongs in that count. References, individual artefact records, uploaded evidence, separate KSB claims, the action plan and presentation are outside the count under this brief. Do not transfer essential analysis to an appendix to evade the limit.

Make the critical analysis visible

An assertion such as “the stakeholder matrix was useful” does not identify the benefit or limit. A fuller illustrative explanation is:

The matrix helped me organise influence and interest, but it did not explain the practical reporting difficulty. I therefore used the enquiry notes in AO2 to test my interpretation before changing the communication plan. AO3 records how the findings affected timing and content. The enquiry covered the people consulted; I have identified an affected group whose needs remain unverified.

This explanation distinguishes representation from investigation and judges the combination against the real decision. It does not criticise the matrix for failing to do every possible job. Use Chapter 4 to examine the same issue in your own artefacts: what became visible, what remained hidden and how the decision changed.

A recommendation should identify an owner, action, timing and success measure. If records only show that a communication was delivered, recommend a check of understanding or follow-through before claiming improved cooperation. If the improvement is observed over a short period, explain the need for a longer or more comparable review.

Review and present the group

Before submission, ask a colleague or coach to follow one claim without your help. Can they find the right version, identify your contribution and locate the corroborating record? Repair navigation and reasoning where they cannot. Do not add a duplicate document when a clearer cross-reference would solve the problem.

Prepare to present the actual artefacts and answer questions about your choices. Explain why you selected the approach, what an alternative would reveal, what feedback changed and what the outcome evidence permits you to conclude. Be ready to acknowledge a gap. A transparent limitation with a practical next step is stronger than an invented completion claim.

Complete your action plan with the development area, activity, support, actual date, evidence to collect and success measure. Distinguish a learning need from a missing file. Then review with your coach how this group contributes to the fourteen-theme portfolio and which factual records are suitable for eventual EPA selection.

Appendix B Planning and evidence templates

Use the records you already have

The structures below are prompts for clear thinking. Use them within your existing college and workplace records. You do not need a second form where the required information is already recorded clearly and can be located. Agree any change to employer-controlled records with the appropriate owner.

Planning an ALWI

Before drafting, answer these questions in a short planning note. Keep the scope small enough to investigate, apply and review.

1. What decision or improvement question will the assignment address?
2. What can I already do, and what specific knowledge or skill is new for me?
3. Which technical learning will prepare me to do the work?
4. What authorised opportunity will let me apply it, and what is my personal role?
5. Which alternatives, assumptions and limitations should I examine?
6. What records can show my contribution, decision and result?
7. Who will review the work and corroborate what they observe?
8. When will I learn, apply, review and evaluate, and what support is needed?

An illustrative planning statement, to use only where it accurately describes your agreed work, is: "I can compile reported progress but cannot yet justify the measurement basis. I will compare quantity-based and weighted-milestone approaches for one package, validate a sample with the supervisor and recommend a method before the next reporting cycle. The package manager will authorise the trial. I will retain the rules, sample checks, comparison and decision record."

The proposal identifies a new-learning gap and an authentic decision. It does not promise a particular result before the investigation.

Indexing an evidence group

Identify the ALWI theme, real workplace decision, scope, period and authorised personal role. Then list each artefact's stable ID, title, date, version, source or location, status and purpose in the group. State its relationship to the preceding and following records. For example, an enquiry record explains a revised plan, while a later decision record shows whether that plan was authorised.

Use a short status note for each material claim: supported now; supported with a stated limitation; awaiting corroboration; or further application needed. Do not describe a missing evidence item as

complete because you intend to obtain it. Review coverage with the coach and keep the existing workplace document numbers visible.

Critically annotating a current artefact

Begin with the decision and user. Identify what the record makes visible, its data source and period, the relevant field or calculation, and its assumptions. Then examine any decision-relevant omission: uncertainty, resource capacity, wellbeing, an affected group, a dependency or another factor.

Explain whether the omission is a proper boundary of the tool, an implementation problem or a material limitation for this use. Identify a proportionate complementary enquiry or method, the actual change you made and the resulting decision or follow-up. Attach or cross-reference the earlier and revised versions. Record the cost of collecting and maintaining additional information as well as its benefit.

A reusable sentence pattern is: “For this decision, [artefact and location] showed [relevant signal] using [basis]. It could not establish [specific limitation]. I checked [additional evidence] and [actual action]. [Decision or review record] shows [bounded result]. I recommend [next step] because [supported reason].” Replace the prompts with verified details and remove any unsupported claim.

Planning the report

Section	Planning prompts	Evidence to identify before writing
Context and scope	What is bounded, what is unsatisfactory, and what is mine to do?	Starting position, role, authority and agreed task
Knowledge reflection	What changed in my understanding and which alternatives did I evaluate?	Learning sources, comparison and assumptions
Tools and application	What did I choose, do, check and adapt?	Versioned analysis, outputs, reviews and personal contribution
Business evaluation	What can I conclude, with what limits, and what should happen next?	Baseline comparison, feedback, outcome status and recommendation

Use the target allocation of 300, 700, 700 and 300 words. Draft the key conclusion for each section before writing its paragraphs. If the conclusion has no supporting evidence, investigate the gap rather than filling the space with general theory.

Recording an artefact and its contribution

For each retained artefact, record its identity and purpose, not only its filename. The following prompts can be added to the existing evidence record.

Identity. Give a stable identifier, descriptive title, date, version and status. Distinguish proposed, reviewed, approved and implemented versions.

Context. Explain the workplace question and why this item is relevant. Identify the scope and any important limitations.

Contribution. State what you personally created, analysed, checked or presented. Attribute inputs and decisions made by others.

Location. Give the exact page, paragraph, worksheet, cell range, slide, meeting item or timestamp.

KSB claim. For each claimed code, explain how the identified content supports it. Check the applicable wording rather than relying on the code alone.

Corroboration. Identify who observed or verified the contribution, what they can confirm and where their factual statement is recorded.

Permission. Record approval to share, any redactions and the location of a controlled original where appropriate.

Limits. State what the item does not establish and what further evidence is required.

An illustrative artefact annotation, not a record of an actual achievement, is: "E03, Options comparison, version 2, reviewed 14 October. I prepared the three-year comparison in rows 8 to 14 from supplier prices and operations assumptions. The comparison supports my change-impact analysis for S8; it does not demonstrate approval. E05, decision item 4, records the authorised decision. The finance reviewer checked the calculation but did not certify the workload forecast. Commercial values are shared with employer permission."

The example is useful because its claim is bounded. It identifies the different roles of calculation, review and approval.

Building a precise KSB cross reference

Use a short row for each genuine claim. Where the same artefact supports two codes, explain each relationship separately. Do not copy the same sentence into every row. The following change-control examples apply only where your actual work supports K17 or S8; use the correct mapping for your own theme.

Code	Exact evidence location	Why the content supports the claim	Limit or further check
K17	College learning explanation and relevant procedure section	Explains the change route and the relationship between analysis and authority	Confirm understanding in discussion
S8	E03 rows 8 to 14 and E06 update record	Shows personal impact analysis and controlled follow-through	Approval is separately evidenced in E05

A behaviour normally requires evidence of conduct in context, not a declaration of a personal quality. "I am adaptable" is weaker than a traceable change in approach after feedback, with an explanation of why that change was appropriate.

Evaluating an impact claim

Write the claim first, then test it against five questions. What is the baseline? What changed? Over what period? What else could explain the change? What evidence would overturn or narrow the conclusion?

The numbers below illustrate a calculation only. Use actual comparable observations in your evidence group; these figures are not evidence of your workplace result.

Measure per reporting cycle	Baseline	Pilot	Interpretation
Preparation time	5 hours	1 hour	Four hours less preparation
Validation time	1 hour	2 hours	One hour more checking
Total time	6 hours	3 hours	Three hours less total time

If both observations are comparable, the pilot indicates a three-hour reduction per cycle. It does not prove an ongoing cash saving. Identify the sample size, workload, exceptions, maintenance effort and whether the released capacity has a valuable use. A later review may show that the improvement persists, weakens or depends on conditions.

Use benefit-status language precisely: observed result; early indication; forecast benefit; avoided exposure; or not yet demonstrated. Include a measurement owner and next review point where the claim is provisional.

Recording learning time

Use the provider's existing learning log. The following illustration shows how to separate activities. It is not a record of your time or an award of hours.

Activity	Actual duration	Learning record
Guided study of a new sensitivity method	60 minutes	Record the learning gap, source and resulting exercise
Supported first trial and explanation of the method	45 minutes	Record what was newly learned and the feedback
Naming and uploading existing evidence	30 minutes	Administration rather than new learning
Writing a new comparison and testing assumptions	40 minutes	Explain the new learning developed through writing

The potentially eligible learning totals 145 minutes, subject to provider validation and all applicable conditions. The thirty minutes of file administration is recorded separately. Retain dates and times, avoid overlapping entries and do not count an automatically recorded activity again as offline study.

A learning narrative might read: "I learned why the output changed when the productivity assumption varied. I compared three scenarios, corrected a mistaken unit and explained the result to my coach." It describes development more clearly than "worked on assignment".

Seeking factual employer corroboration

Ask the reviewer to describe an observed contribution, not to supply praise or write your reflection. A useful statement identifies the task, date or period, what the reviewer saw, your contribution, the result or decision, and any limits on what they can confirm.

An illustrative structure for a statement, requiring the actual observer's own accurate confirmation, is: "At the package review I observed the apprentice explain the three options and identify the unverified workload assumption. They revised the comparison after the operations challenge and recorded the agreed condition. I can confirm that contribution; I did not independently verify all supplier prices."

The reviewer should use their own accurate words. Do not create a statement and present it as theirs without review and confirmation. Keep their role, date and authentication in the existing approved record.

Turning feedback into an action

Use a concise action record with five elements: gap, activity, support, review point and evidence of progress. Distinguish a learning gap from a missing document.

For example, "I need to understand accruals" is a learning gap. A suitable action is to work through an example with finance, explain the difference between receipt and payment, then independently reconcile the next authorised sample. "The signed review note is missing" is an evidence gap requiring retrieval or an honest statement of the limit. Writing more reflection does not resolve a missing factual record.

A submission check you can actually use

Before submitting, answer yes, no or not applicable to each question and resolve the material gaps.

- Does the evidence group concern a real decision and demonstrate my actual application?
- Does the reflective account explain the connected evidence and answer the decision question?
- Is the new learning specific and accurately explained?
- Are alternatives and assumptions evaluated?
- Can the reader identify my actual contribution and its limits?
- Are calculations, units, dates and versions consistent?
- Does each important claim have a precise evidence location?
- Are outcome claims proportionate to what has been observed?
- Are permission, redaction and assistance handled accurately?
- Are the recommendation and development actions practical?
- Have I followed the issued brief and separated college reflection from EPA evidence selection?

A final check should improve the work, not become another large report. Keep the most important unresolved issue visible and discuss it with your coach.

Appendix C Reviewing your learning and evidence coverage

Your individual route

Use the fourteen themes with your coach and employer to plan coherent workplace evidence groups and review the strength of your portfolio coverage. The map is a planning aid. It does not establish that every KSB is covered merely because the associated module has been attended.

The primary mappings below reproduce the programme map. Additional claims require relevant learning and evidence, not a wish to fill empty categories. Normally focus on one theme, or two where there is a justified overlap, with no more than three distinct Knowledge, three Skills and three Behaviour KSBs selected for an ALWI. Each selected KSB still needs its own explanation against each relevant artefact.

ALWI	Primary knowledge	Primary skills	Primary behaviours	Usual programme home
01	K9	S9	B1	Risk Management
02	K11	S11	B2.2 in programme map	AI in Project Controls
03	K4	S2	None allocated	AI in Project Controls
04	K7 K8	S6 S7	None allocated	Common module 2
05	K17	S8	None allocated	MSP
06	None allocated	S13	B8 B11	Common module 1
07	K15 K16	S14	None allocated	Risk Management
08	K18	S16	B3	Common module 1
09	K19	S17	None allocated	Agreed substitution
10	K20	S18 S19	None allocated	Common module 2
11	K22	S20 S21	None allocated	PMI SP
12	K24 K25	S23	None allocated	Earned Value Management
13	K26 K27	S24 S25	None allocated	EVM or Managing Portfolios
14	K30	S28	B10	PMI PMO

The map labels the ethical duty-of-care aspect as B2.2; the occupational standard groups relevant behaviours under B2. Use the exact descriptor and label in the assessment plan and mapping agreed for your registration. A code is a locator, not an explanation of competence.

Common module 1 covers stakeholder management, communications and reporting; common module 2 covers planning, scheduling and integrated controls. These include the shared PMP-related content.

ALWI 09 can replace ALWI 08 where procurement learning and genuine access support the substitution. ALWI 13 has one agreed home when both relevant options are studied. PMI SP is an Operational pathway option.

Review learning and evidence separately

At a progress review, distinguish four states: I have been taught the concept; I can explain and practise it; I can apply it independently in an appropriate workplace situation; and I have suitable evidence of that application. These states can differ. You may have learned well but still need an authorised opportunity, or have a document without being able to explain its method.

For each important gap, agree whether the next step is teaching, supported practice, independent application, feedback or evidence retrieval. Do not respond to every gap by assigning another essay. Reuse relevant evidence where it genuinely supports more than one claim, while making the relationship clear.

Compare your current work with your starting point. Can you now explain an assumption that you previously accepted without challenge? Can you select a method without being given the answer? Can you recognise when a specialist is needed? These are useful indicators of development.

A final portfolio review

Choose one completed evidence group from your own work. Open its starting artefact and ask what the decision maker could see at that point. Then open the investigation, comparison, revised output, decision and follow-up. Identify what became more visible, what choice was affected and what result is supported. Record any missing link honestly.

Write a 250-word recommendation about one unresolved limitation in that group. Identify the decision, distinguish observed evidence from a forecast, examine an alternative explanation and specify the next action, owner and review measure. This activity uses your real records; it does not require a new case study or invented results.

A strong response supports its conclusion with exact locations, attributes contributions accurately and recognises the effort or risk of the proposed action. It does not infer a cash saving from released time or sustained improvement from one favourable observation. Where the group cannot support a claim, narrow that claim and agree an appropriate next opportunity.

For extension, ask what evidence could overturn your recommendation and how you would obtain it. For support, explain the artefacts orally in sequence before writing. The review should lead to a clearer portfolio and a useful workplace action, not simply another essay.

Returning to your own work

Select one claim in your ALWI that would benefit most from challenge. Ask your coach or workplace reviewer what evidence could disprove it. Use the answer to improve the analysis or narrow the conclusion. This habit is valuable beyond the assignment: it helps you offer advice that decision makers can trust.

Appendix D Glossary

Accrual. Recognition of an incurred cost that has not yet been invoiced or paid, according to the applicable accounting process. It prevents the absence of an invoice from hiding work already received.

ALWI. Applied Learning and Workplace Improvement Assignment. A workplace learning assignment organised as a coherent group of authentic artefacts, with individual claims and a reflective companion explaining learning, application and evaluation.

Artefact. A specific record or output, such as a calculation, schedule, report or decision note, used to support a claim.

Assumption. Something treated as true for an analysis or plan while its validity may still need checking. State its owner, basis and consequence if wrong.

Attribution. A justified explanation of what contributed to an outcome. A change occurring after your action does not establish that your action caused it alone.

Baseline. An agreed reference against which change or performance is assessed. Distinguish the original reference from an authorised revision.

Basis of estimate. The documented scope, method, data, assumptions, exclusions, uncertainty and conditions supporting an estimate.

Basis of schedule. The documented reasoning, assumptions, constraints, calendars and methods supporting a schedule.

Benefit. A measurable positive effect valued by the organisation or stakeholders. A forecast benefit is not the same as an achieved one.

Change control. The process for evaluating, deciding, recording and managing proposed changes under the appropriate authority.

Coaching. A developmental approach using purposeful questions and feedback to help someone improve their thinking or performance.

Commitment. An obligation or planned expenditure recorded under the organisation's controls. Its relationship to actual cost must be defined to avoid double counting.

Corroboration. Independent factual support for a contribution or event, often from someone who directly observed it.

Critical writing. Writing that explains, compares, justifies and evaluates using evidence, rather than merely describing activities or expressing opinion.

Earned value. The budgeted value of work actually completed under the agreed measurement rules. It is not actual expenditure.

EPA. End-point assessment. The independent assessment arrangements applicable to the registered apprenticeship standard.

Evidence group. Related artefacts demonstrating a meaningful theme of actual workplace practice. A group needs context, precise contribution, relationships between records and an honest account of limits; it is not defined by file count.

Decision lens. A framework or representation that draws attention to selected features. Examine both what it reveals and what its boundary leaves out.

Evidence piece. A selected unit of evidence that may include related artefacts. Its packaging and counting should follow the relevant assessment arrangements.

Forecast. A reasoned estimate of a future result based on stated data and assumptions.

KSB. Knowledge, skill or behaviour in the apprenticeship standard. A code identifies a requirement; evidence and explanation are needed to support a claim.

Learning gap. The difference between current capability and the knowledge or skill needed for the intended task.

Mentoring. Developmental support that draws on relevant experience to help another person build understanding, judgement or longer-term capability.

Opportunity cost. The value of an alternative use of a resource. Released staff time can have value without producing an immediate cash reduction.

Outcome. The change in practice, capability or performance resulting from outputs being used.

Output. Something produced, such as a report, tool, schedule or interface.

Personal contribution. The part of the work you actually performed, distinct from inputs, decisions and actions belonging to others.

Professional judgement. A reasoned decision that considers evidence, context, alternatives, limitations and responsibility.

Reflection. Examination of learning, assumptions, feedback and development. It belongs in the college learning record and is distinct from factual evidence selected for EPA.

Risk exposure. The potential effect of uncertainty on objectives. An expected monetary value is a decision aid, not a prediction of the exact loss.

Sensitivity analysis. Examination of how a result changes when an assumption changes. It shows dependence, not the probability of the tested values.

Validation. Checking whether an input, method or output is appropriate for its intended use.

Verification. Checking whether work has been performed or calculated correctly against specified requirements.

Whole-life comparison. Evaluation of relevant consequences over a stated period, rather than considering only the initial delivery amount.

References and further reading

Programme and assessment sources

R1. Skills England. Project Controls Professional, ST0845 version 1.1, and End-point assessment plan dated November 2025. The standard page contains the version log; the applicable version depends on the learner's registration. Portfolio requirements appear on pages 6 and 7 of the plan. Accessed 10 October 2026.

[Project Controls Professional standard and version log](#)

[Project Controls Professional assessment plan](#)

R2. UK Government. Apprenticeship off-the-job training guidance, particularly questions 12, 17 and 84 to 91; and Apprenticeship funding rules 2026 to 2027, version 3. Apply the rules relevant to the apprentice's start date. Accessed 10 October 2026.

[Apprenticeship off-the-job training guidance](#)

[Apprenticeship funding rules for 2026 to 2027](#)

R3. Kent Business College. KBC ALWI Module Matrix. Module matrix, Pathway and evidence, and Module guide sheets. Programme allocation and evidence library supplied for this course; inspected 10 October 2026.

R4. Kent Business College. PMP Module 1 Stakeholder Management. ALWI o6 Assignment brief and evidence guide; ALWI o8 Commercial controls and contract performance; Module Guide; revised assignment instructions dated 1 October 2026.

R5. Kent Business College. Risk Management. ALWI o1 Safe delivery through project controls Learner guide; ALWI o7 Risk assumptions and better decisions Learner Guide; Learner Welcome and relevant technical teaching materials.

R6. Kent Business College. PMI SP. ALWI 11 Credible Plans and Control Schedules; Module Guide; Project Scheduling Professional by Professor Amgad Badewi and associated teaching materials.

R7. Kent Business College. Managing Successful Programmes. ALWI o5 Controlled Change and Business Value; MSP Module Guide; relevant programme teaching materials.

Critical writing and consultancy sources

The following sources support the concepts and illustrations in Chapter 4. Accessed 10 October 2026. Use the edition or current guidance appropriate to your own work and record the section that informed your judgement.

R8. University of Sheffield. Developing an argument; and Critical writing. Study skills guidance on claims, evidence, reasoning, alternative interpretations and synthesis.

<https://sheffield.ac.uk/study-skills/writing/critical/argument>

<https://sheffield.ac.uk/study-skills/writing/critical/write>

R9. Monash University. Business and economics report writing. Guidance on audience, purpose, executive summaries, findings, discussion and recommendations.

<https://www.monash.edu/student-academic-success/excel-at-writing/annotated-assessment-samples/business-and-economics/buseco-report-writing>

R10. Chartered Institute of Personnel and Development. PESTLE analysis. Factsheet explaining the external-environment framework.

<https://www.cipd.org/uk/knowledge/factsheets/pestle-analysis-factsheet/>

R11. US Department of Energy. Earned Value Management; and Earned Value Analysis, Project Assessment and Reporting System presentation, January 2013. Explanations of performance measurement and conditional forecasting. The formula reference is linked directly in Chapter 4.

<https://www.energy.gov/em/earned-value-management>

R12. National Aeronautics and Space Administration. Schedule Management Handbook, NASA/SP-2010-3403, 2010. Guidance on schedule planning, analysis and control; the handbook is linked directly in Chapter 4.

R13. Government Analysis Function. An introductory guide to multi-criteria decision analysis; and UK Government, Multi-criteria analysis manual for making government policy. Guidance on constructing criteria, interpreting weights and testing preferences.

<https://analysisfunction.civilservice.gov.uk/policy-store/an-introductory-guide-to-mcda/>

<https://www.gov.uk/government/publications/multi-criteria-analysis-manual-for-making-government-policy>

Choosing a source for your own report

Start with the current technical module reading and the authorised procedures that govern the task. Use primary standards, official guidance and the relevant publisher's material where available. Check editions and dates when rules or methods may have changed.

An internal procedure establishes how your organisation expects work to be controlled; it does not by itself show that you applied it. A professional text can explain a method; it does not establish your workplace result. Keep those roles clear in the report.

Record the specific section you used while studying. This makes later referencing easier and reduces the temptation to attach a long list of sources that did not inform the work. If two sources disagree, explain the context and why one is more applicable to your decision rather than silently choosing the convenient answer.

Keeping the learning current

Review the issued assignment brief, registered assessment plan and provider guidance before submission. Technical practice, employer processes and assessment arrangements can change. Keep a record of the version used for your work and discuss any material change with your coach.

The aim is a defensible portfolio of real practice, with an accurate explanation of learning, reasoned application, authentic evidence and useful recommendations.

