

**Operations/  
Departmental Manager  
Apprenticeship  
  
Assessment Plan**

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## Introduction

An operations/departmental manager is generally someone who is able to manage teams and/or projects, and has responsibility for planning, delivering and achieving departmental goals and objectives. They are accountable to a more senior manager, head of department or small business owner, and are responsible for the operational and/or policy delivery of the organisation's strategy.

It is applicable to professional managers from all sectors - the private, public or third sector - and all sizes of organisation. It will typically take up to 2 ½ years to complete, although the exact duration will be dependent on the previous experience of the individual.

This apprenticeship has been designed to provide access to development opportunities for as wide a range of individuals as possible. This includes individuals who are at the start of their career and who wish to take their first steps into professional management, as well as those who may already have developed practical experience but who wish to develop their theoretical understanding of management skills.

On completion, apprentices can register as full members with the Chartered Management Institute and/or the Institute of Leadership & Management, and those with 3 years' of management experience can apply for Chartered Manager status through the CMI.

The assessment approach will ensure that apprentices meet the skills, knowledge and behaviour outcomes as defined in the Standard, whichever Training Provider is delivering the Apprenticeship, or Independent Assessment Organisation is delivering the End Point Assessment.

The approach has been designed to be:

- Appropriate, relevant and feasible in a wide range of contexts
- Consistent across these contexts
- Affordable and manageable based on the number of potential learners.

### 1. Summary of Assessment

Each Training Provider will develop its own apprenticeship programme and will map this to the required outcomes in the standard.

#### On-programme assessment

It is strongly recommended, but not required, that on programme assessment of knowledge, skills and behaviour outcomes en-route to the final synoptic end point assessment takes place. This could comprise of:

- Completion and achievement of a relevant Level 5 Diploma in Leadership & Management or equivalent management qualification and recognised by Ofqual, equating to at least 370 hours Total Qualification Time (37 credits). Where a qualification is not used, there should be provision of underpinning knowledge and training with regular assessments to an equivalent standard, quality and scope which can be evidenced.
- Work based project
- Development of a portfolio of evidence
- Regular Performance Reviews Regular performance reviews between apprentice and line manager

- Feedback from line manager, direct reports, peers and customers/stakeholders (inc 180/360 degree feedback or equivalent)

The decision on readiness to progress to the End Point Assessment will be taken by the line manager and apprentice with input from the Training Provider.

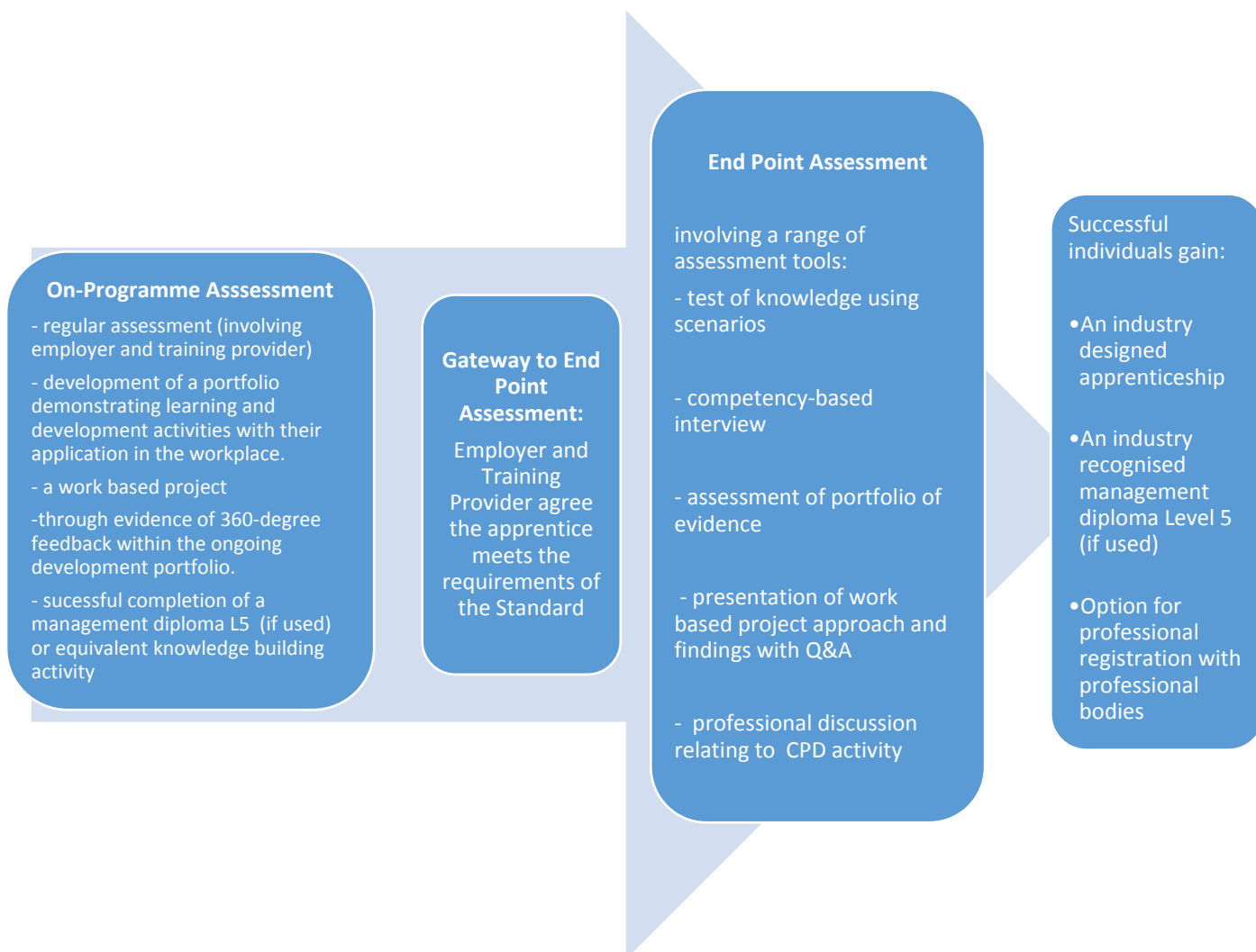
### Synoptic End Point Assessment

The End Point Assessment will test the entire Standard, and be undertaken as follows:

- Assessment of knowledge through a test using scenarios, questions and responses
- Assessment of competency through a structured competency based interview
- Assessment of portfolio of evidence
- Presentation on work based project with Question and Answer session
- Continuing Professional Development Log reviewed and professional discussion

The End Point Assessment requires apprentices to demonstrate they have achieved the standard.

The Assessment Model is as follows:



## 2. Assessment Overview

The following sets out the key assessment information for the End Point Assessment.

Achievement of the apprenticeship will depend on apprentices successfully completing a number of assessment activities. The methods used will ensure that the apprentice is assessed across the whole of the published Operations/Departmental Manager Standard.

All candidates must participate in all elements of the End Point Assessment and achieve a minimum of 50% for each component.

Assessment Method	Area Assessed	Assessed By	Weighting
Knowledge Test using scenarios and questions	Knowledge of leading people, managing people, building relationships, communication, operational management, project management, finance	Independent Assessment Organisation	30%
Structured competency based interview	Knowledge and application of learning relating to of leading people, managing people, building relationships, communication, operational management, project management, finance	Independent Assessment Organisation	20%
Assessment of portfolio of evidence	Application of knowledge and demonstration of skills and behaviours relating to leading people, managing people, building relationships, communication, operational management, project management, finance, self-awareness, management of self and decision making, taking responsibility, inclusivity, being agile, professionalism	Independent Assessment Organisation	20%
Assessment of the Workbased Project followed by a presentation on Work based Project – with Q&A session	The approach, implementation and outcomes of the work based project, and how learning was applied.	Independent Assessment Organisation	20%
Professional Discussion	Evidence of CPD, training and personal development activities and how learning was applied to the role and workplace	Independent Assessment Organisation	10%

At this End Point Assessment, the candidate's knowledge, full portfolio, work-based project and presentation and CPD learning will be assessed against the standard, to ensure that the apprentice has demonstrated the full range of skills, knowledge and behaviours detailed in the standard.

### 3. On-programme Assessment

This is typically a 2 ½ year apprenticeship with an integrated approach to the assessment of knowledge, skills and behaviours.

The On-Programme Assessment approach will be agreed between the training provider and employer. The assessment will give an ongoing indication of performance against the final outcomes defined in the standard.

The programme will cover the breadth and depth of the standard using suggested on-programme assessment methods that integrate the knowledge, skills and behaviour components, and which ensure that the apprentice is sufficiently prepared to undertake the work based project and move to End Point Assessment.

It is recommended but not required that the On-programme assessment includes:

- Completion and achievement of a relevant Level 5 Diploma in Leadership & Management or equivalent management qualification and recognised by Ofqual, equating to at least 370 hours Total Qualification Time (37 credits) or provision of underpinning knowledge and training with regular assessments to an equivalent standard, quality and scope which can be evidenced.
- Registration with a relevant professional body to provide access to management resources, wider networks, and CPD activities
- Regular performance reviews undertaken by a senior manager
- Development of a portfolio of evidence including reports, evidence of tasks undertaken, demonstrations, presentations, assignments, emails, observations\*
- Undertaking a work based project typically during the last 6 months of the apprenticeship
- Feedback from line manager, direct reports, peers and customers/stakeholders through 360 degree feedback (or equivalent mechanism)\*

\*It is recommended that wherever possible the evidence collected makes use of video or audio technologies

The use of the Level 5 Diploma (or equivalent) in the on-programme delivery is recommended as it ensures the development and assessment of the knowledge areas required by the standard in a consistent manner, and is valued by employers and individuals.

Towards the end of the programme, the apprentice will undertake a synoptic work-based project, which will bring together elements of their learning from different parts of the programme and show their accumulated knowledge and understanding of management and its application in their organisation. The topic/coverage of the project will be agreed between the employer, provider and apprentice, and will be of benefit to the business.

The portfolio of evidence and work based project will demonstrate the skills and behaviours. Assessment will monitor ongoing performance of the apprentice, and the training provider and employer must support the apprentice and provide guidance as required.

There will be regular reviews (at least quarterly) between employer and training provider with a formal assessment of progress.

Apprentices without level 2 English and Maths will need to be assessed at this level prior to taking the end-point assessment. It is also recommended that the apprentice is supported to become digitally literate where this is important to their role.

#### 4. Assessment Gateway

The employer will make the decision as to when the apprentice is ready, based on their being competent and performing in their role. This decision will be supported by input from the training provider.

#### 5. End Point Assessment

Following successful completion of the Gateway, the training provider will submit the apprentices' details to the independent assessment organisation (which will have been chosen by the employer).

##### What will be assessed?

The knowledge, skills and behaviours required of an operations/departmental manager as set out in the standard will be assessed during the End Point Assessment. The Standard can be found at Annex 1.

##### How will it be assessed?

The End Point Assessment comprises a range of assessment methods, to build in rigour and ensure that all components of the Standard have been fully tested and met.

The End Point Assessment will comprise:

##### *Knowledge Test*

The knowledge requirements within the Standard will be tested using a structured series of questions to assess the apprentice's knowledge to ensure all aspects are given coverage. It should be set at a level which would be expected to be achieved through a Level 5 Diploma (or equivalent) or from training of an equivalent standard, quality and scope.

A series of different scenarios and situations will be used, with a series of questions requiring responses which will demonstrate the apprentices knowledge of that particular topic. The knowledge test may be delivered online or be paper-based, and is likely to be multiple choice. The assessment organisation will set out the test specifications including the number of questions to be included, time allowed, and conditions for invigilation, to ensure consistency and quality.

##### *Structured Competency Based Interview*

The knowledge requirements within the Standard will be tested using a structured series of questions to assess the apprentice's knowledge to ensure all aspects are given coverage.

The interview can be conducted using a range of media (telephone interview, live media, online or written), whichever is the most appropriate for the apprentice.

##### *Assessment of portfolio of evidence*

- *The Portfolio*

The completed portfolio will be assessed by the Independent Assessor who makes their own judgement on the quality of the work. It will comprise a collection of evidence (preferably in an online portfolio with written, audio and video evidence) which might include:

- Written statements
- Project plans
- Reports
- Observations (by Training Provider)
- Professional Discussion between Provider and Apprentice
- Presentations
- Performance reviews
- Feedback from line manager, direct reports, colleagues, customers and stakeholders (captured through discussion)
- Peer feedback – 180/360 degree assessment type approach

The evidence contained in the portfolio will comprise of complete and/or discrete pieces of work that cover the totality of the Operations/Departmental Manager Apprenticeship Standard. This will be a range of materials and documents generated over the period of the apprenticeship and which provide evidence of the apprentices' ability to apply and demonstrate management and leadership concepts.

The portfolio will be produced by the apprentice having first learned and applied the relevant skills/competencies and behaviours. It will demonstrate their very best work, enabling them to demonstrate how they have applied their knowledge and understanding in a real work environment to achieve real work objectives.

The portfolio will also show how the apprentice has demonstrated the behaviours, especially around contact with others, team work and areas where they have exceeded the requirements of the role. This can be in the form of manager's reports, emails, customer comments, peer review etc.

The employer and the training provider will assist the apprentice to develop their portfolio to ensure that it is complete and that it covers the totality of the Standard.

#### *Presentation on Work based Project with Q&A session*

The Work Based Project is one that represents the skills, knowledge and behaviours in the Standard. It provides a substantive evidence base from a business related project to demonstrate the application of skills and knowledge. The project will take place towards the end of the apprenticeship – likely to be during the 6 months

Each project must enable the following to be demonstrated:

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

The practical requirements for the delivery of synoptic projects are set out at Annex 2.

It is designed to assess apprentices in a consistent way, irrespective of their workplace and training provider. The employer and training provider will work together with the apprentice to agree a project that is achievable within the employer's business constraints whilst meeting the needs of the Standard. The project should be conducted as part of the apprentice's normal work. The employer should make allowance, in terms of time and resource, for the project to be undertaken. Any elements which need to be undertaken outside of normal work should be agreed between the employer, apprentice and training provider so that apprentices are not disadvantaged in any way from performing their job and meeting the requirements of the project.



The completed project work will be submitted to the independent assessor who will ensure that it demonstrates competence across the Apprenticeship Standard.

- *The Presentation*

The presentation focuses on the outcomes of the Work Based Project. It will be given to a panel comprising the independent assessor, training provider and employer.

The apprentice will deliver a 15 minute presentation which describes the objectives and outputs of their work based project, and will demonstrate:

- What the apprentice set out to achieve
- What they have produced in the project
- How they approached the work and dealt with any issues
- Confirm the demonstration of appropriate interpersonal and behavioural skills

The presentation will be assessed, and guidance on the nature of the presentation and assessment criteria will be agreed to ensure consistency in approaches and that all key areas are explored. The primary focus of the presentation will be on the work undertaken during the project, however during the question and answer session the panel will be able to explore the apprentices' broader experiences to demonstrate that the knowledge and skills defined in the standard have been met.

Practical requirements for the presentation:

- The presentation will take place following the completion for the project and the preparation of the final report
- The apprentice will receive appropriate notice of their presentation time (a minimum of 7 days' notice)
- A structured brief will be used to support the presentation to ensure a consistent approach
- The presentation will be of 15 minutes duration
- The Q&A session will be for 15 minutes duration
- The presentation will be conducted face to face or via live media, whichever is the most appropriate for the apprentice and employer.
- The apprentice must be put at ease to enable them to do their best

- *Question and Answer session*

The apprentice will provide responses to a series of competency based questions put to them by the panel members. The questions will require the apprentice to draw on their experiences throughout their apprenticeship but will also focus on the findings/recommendations made within their Work Based Project activity.

Further guidance will be developed by the employer group and provider steering group, on the nature of presentation and the assessment criteria used, as well as a template for the question and answer session.

### *Professional Discussion relating to Continuing Professional Development*

The apprentice will provide evidence of any additional learning/CPD undertaken during the apprenticeship, which will include:

- Activity undertaken during the Level 5 Diploma or learning activity
- Details of any formal or informal learning undertaken
- Details of any professional discussions undertaken or support provided through Professional Bodies

The Independent Assessor will undertake a professional discussion with the apprentice to identify the objective of the activity, and reflect on the outcome and how learning gained was applied.

#### Who will assess it?

The selected Independent Assessment Organisation will be responsible for all aspects of the End Point Assessment.

The structured competency based interview and scenario testing, full portfolio of evidence (including responses to the question and answer session), and professional discussion, are reviewed against the standard to ensure that the apprentice has demonstrated the full range of skills, knowledge and behaviours detailed in the standard.

A panel comprising the Independent Assessor, the employer and training provider will receive the work based project presentation, and ask questions of the apprentice, relating to the work based project as well as more widely across the standard. The Independent Assessor will chair this panel.

Based on all of the assessment method outcomes, the independent assessor will make the final decision as to whether the standard has been met or not and the apprentice has passed.

It is expected that the independent assessor will have experience of leadership and management within a range of types and sizes of organisation, and hold a relevant leadership and management qualification at a minimum of a Level 6 (or equivalent), or have significant occupational experience. Ideally the assessor will be an experienced professional manager and as such be a registered Chartered Manager, or at least full members of either CMI or ILM.

### **6. End Point Assessment – final judgement**

The Independent Assessor will make the final judgement as to whether the apprentice has fully met the requirements of the Standard.

The Independent Assessor will be from an organisation that is on the Register of Apprentice Assessment Organisations. It is expected that there will be a number of different organisations on the Register.

### **7. End Point Assessment – grading**

The final assessment and grading will be undertaken by the Independent Assessor. Marks will be allocated across the areas being assessed, with a maximum possible mark of 100.

The assessor will award marks based on their assessment of the components within the End Point Assessment.

The marks will be based on how the evidence presented contributes to:

- What the apprentice has shown they can do against the requirements of their job role
- How the apprentice has approached and the way they have completed the task(s)
- Who the apprentice has worked with demonstrating personal and interpersonal qualities they have brought to all their work relationships

<b>End Point Assessment Evidence</b>	<b>Weighting</b>	<b>Maximum Mark</b>	<b>Minimum Mark to be attained</b>
Knowledge Test using scenarios and questions	30%	30	15

Structured Competency based interview	20%	20	10
Assessment of Portfolio of Evidence	20%	20	10
Work based project, presentation and Q&A session	20%	20	10
CPD Log / Professional Discussion	10%	10	5

The marks will then be combined to give the final grading:

Grade	Total Mark
Distinction	70+
Merit	60+
Pass	50+
Fail	Less than 50

The scoring and grading mechanism will be developed by the assessment organisation and externally quality assured by the External Quality Assurance organisation, to ensure the grading approach reflects:

- What constitutes an outstanding operations/departmental manager: someone who is not just good, but also has the potential to improve quickly and someone who is not just confident and fully capable of doing the job, but someone who regularly goes beyond expectations
- Market value: what employers across sectors would constitute as an outstanding and exemplary team leader / supervisor, demonstrated in a way that is transferable across employers

## 8. Independence

The Independent Assessment Organisation will be responsible for the End Point Assessment. As such they will have had no involvement in the delivery of the on-programme activities, and no previous contact with the apprentice, and will be fully independent and impartial.

## 9. End Point Assessment – summary of roles and responsibilities

Assessor	Role
Independent Assessment Organisation	To carry out the independent End Point Assessment and assess whether the apprentice has met all the requirements of the standard
Employer	To support the apprentice in the workplace and ensure readiness for the End Point Assessment. To attend the panel presentation and question and answer session, provide further supporting evidence/endorsements as required.
Training Provider	To provide administrative support for the End Point Assessment.

## **10. Quality Assurance – internal**

All Independent Assessment Organisations will be registered on the Register of Apprentice Assessment Organisations, and will be chosen by the employer.

The Independent Assessment Organisation will be responsible for internal quality assurance of the End Point Assessment process. To ensure that assessments are run correctly (in relation to running, marking, standardising and reporting outcomes) it is expected that they will:

- Uphold the rigour of a Level 5 Apprenticeship standard
- Provide training to the assessor in relation to systems and process
- Ensure assessors have relevant experience and qualifications
- Undertake sampling of assessor work (it is anticipated this would be 40% of assessments undertaken)
- Standardise the assessment decision of assessors and consider external moderation of assessments
- Hold meetings with assessors to provide updates and share good practice at least twice a year
- Seek feedback from employers and training providers as to satisfaction with the service provided
- Meet any requirements set in relation to external QA

If used, the Level 5 Diploma (or equivalent) in Leadership & Management must sit on the Register of Regulated Qualifications and therefore will be subject to Ofqual regulation.

They will also be responsible for undertaking any reporting requirements and provision of information relating to performance and outcomes. They will also report on any concerns identified as to the quality of any on-programme training or assessment practices.

Any appeals in relation to the outcome of the End Point Assessment will be initially managed by the Independent Assessment Organisation, and escalated to the external quality assurance organisation/group as appropriate.

## **11. Quality Assurance – external**

We are developing a model for External Quality Assurance with BIS and the assessment plan will be updated once these arrangements are confirmed.

## **12. Implementation**

### *Affordability*

The approach presented offers an affordable and scalable solution to assessment for this apprenticeship. The approach is robust and will ensure the best use of management time, ensuring ongoing assessment during the apprenticeship programme, with an End Point Assessment that delivers an effective synoptic assessment at reasonable cost and through a delivery model which minimises time and impact on the apprentice and employer.

The End Point Assessment will be delivered through a mixture of assessment methods, and where possible online solutions will be encouraged eg online portfolio submissions, use of online media for the presentation and question and answer session. Where face to face sessions are required, Assessment Organisations will seek to use provider premises be able to respond across a range of geographical locations at reduced cost. This will ensure that the independent assessor time is maximised, and that employer and apprentices have easy access to the End Point Assessment with little time spent on travel and associated costs.

The cost of the End Point Assessment represents no more than 15% of the total cost of delivering the apprenticeship.

### *Professional Body Recognition*

On completion, apprentices may choose to register as members with the Chartered Management Institute and/or the Institute of Leadership & Management, to support their professional career development and progression.

By the end of the Apprenticeship, successful apprentices with more than 3 years of management experience, and a Level 5 diploma, will have met the requirements to become a full member of the Chartered Management Institute, and will also be eligible to achieve Chartered Manager status should they wish. The apprentice will also meet the requirements for membership of the Institute of Leadership and Management.

Further development/progression routes will be available, which include higher level qualifications and professional development leading to Fellow or Chartered Fellow status.

### *Consistency*

The assessment methods described above are designed to produce assessment outcomes that are consistent and reliable, allowing fair and proper comparison between apprentices employed in different types and sizes of organisations. The processes described in this section are designed to ensure the consistent application of the assessment processes and Standard.

## Annex 1

### Apprenticeship Standard for Operations/Departmental Manager

#### Occupation

An operations/departmental manager is someone who manages teams and/or projects, and achieving operational or departmental goals and objectives, as part of the delivery of the organisations strategy. They are accountable to a more senior manager or business owner. Working in the private, public or third sector and in all sizes of organisation, specific responsibilities and job titles will vary, but the knowledge, skills and behaviours needed will be the same. Key responsibilities may include creating and delivering operational plans, managing projects, leading and managing teams, managing change, financial and resource management, talent management, coaching and mentoring. Roles may include: Operations Manager, Regional Manager, Divisional Manager, Department Manager and specialist managers.

#### Entry Requirements

The entry requirement for this apprenticeship will be decided by each employer, but may typically be five GCSEs at Grade C or higher.

#### Requirements: Knowledge, Skills and Behaviours

Knowledge	What is required (through formal learning and applied according to business environment)
<b>Organisational Performance – delivering results</b>	
Operational Management	Understand operational management approaches and models, including creating plans to deliver objectives and setting KPIs. Understand business development tools (eg SWOT), and approaches to continuous improvement. Understand operational business planning techniques, including how to manage resources, development of sales and marketing plans, setting targets and monitoring performance. Knowledge of management systems, processes and contingency planning. Understand how to initiate and manage change by identifying barriers and know how to overcome them. Understand data security and management, and the effective use of technology in an organisation.
Project Management	Know how to set up and manage a project using relevant tools and techniques, and understand process management. Understand approaches to risk management.
Finance	Understand business finance: how to manage budgets, and financial forecasting.
<b>Interpersonal Excellence – managing people and developing relationships</b>	
Leading People	Understand different leadership styles, how to lead multiple and remote teams and manage team leaders. Know how to motivate and improve performance, supporting people using coaching and mentoring approaches. Understand organisational cultures and diversity and their impact on leading and managing change. Know how to delegate effectively.
Managing People	Know how to manage multiple teams, and develop high performing teams. Understand performance management techniques, talent management models and how to recruit and develop people.
Building Relationships	Understand approaches to partner, stakeholder and supplier relationship management including negotiation, influencing, and effective networking. Knowledge of collaborative working techniques to enable delivery through others and how to share best practice. Know how to manage conflict at all levels.
Communication	Understand interpersonal skills and different forms of communication and techniques (verbal, written, non-verbal, digital) and how to apply them appropriately.
<b>Personal Effectiveness – managing self</b>	
Self -Awareness	Understand own impact and emotional intelligence. Understand different and learning and behaviour styles.
Management	Understand time management techniques and tools, and how to prioritise activities and the

of Self	use of different approaches to planning, including managing multiple tasks.
Decision Making	Understand problem solving and decision making techniques, including data analysis. Understand organisational values and ethics and their impact on decision making.
<b>Skills</b>	<b>What is required</b> (acquired and demonstrated through continuous professional development)
<b>Organisational Performance – delivering results</b>	
Operational Management	Able to input into strategic planning and create plans in line with organisational objectives. Support, manage and communicate change by identifying barriers and overcoming them. Demonstrate commercial awareness, and able to identify and shape new opportunities. Creation and delivery of operational plans, including setting KPIs, monitoring performance against plans. Producing reports, providing management information based on the collation, analysis and interpretation of data.
Project Management	Plan, organise and manage resources to deliver required outcomes. Monitor progress, and identify risk and their mitigation. Able to use relevant project management tools.
Finance	Able to monitor budgets and provide reports, and consider financial implications of decisions and adjust approach/recommendations accordingly.
<b>Interpersonal Excellence – managing people and developing relationships</b>	
Leading People	Able to communicate organisational vision and goals and how these to apply to teams. Support development through coaching and mentoring, and enable and support high performance working. Able to support the management of change within the organisation.
Managing People	Able to manage talent and performance. Develop, build and motivate teams by identifying their strengths and enabling development within the workplace. Able to delegate and enable delivery through others.
Building Relationships	Able to build trust, and use effective negotiation and influencing skills and manage conflict. Able to identify and share good practice, and work collaboratively with others both inside and outside of the organisation. Use of specialist advice and support to deliver against plans.
Communication	Able to communicate effectively (verbal, non-verbal, written, digital) and be flexible in communication style. Able to chair meetings and present using a range of media. Use of active listening, and able to challenge and give constructive feedback.
<b>Personal Effectiveness – managing self</b>	
Self-Awareness	Able to reflect on own performance, working style and its impact on others.
Management of Self	Able to create a personal development plan. Use of time management and prioritisation techniques.
Decision Making	Able to undertake critical analysis and evaluation to support decision making Use of effective problem solving techniques
<b>Behaviours</b>	<b>What is required</b> (developed and exhibited in the workplace)
Takes responsibility	Drive to achieve in all aspects of work. Demonstrates resilience and accountability. Determination when managing difficult situations. Seeks new opportunities.
Inclusive	Open, approachable, authentic, and able to build trust with others. Seeks the views of others and values diversity.
Agile	Flexible to the needs of the organisation. Is creative, innovative and enterprising when seeking solutions to business needs. Positive and adaptable, responding well to feedback and need for change. Open to new ways of working.
Professionalism	Sets an example, and is fair, consistent and impartial. Open and honest. Operates within organisational values

**Duration** - Typically this Apprenticeship will take 2 ½ years.

**Qualifications** – Apprentices without level 2 English and Maths will need to achieve this level prior to taking the end-point assessment.

**Progression** – On completion, apprentices can register as full members with the Chartered Management Institute and/or the Institute of Leadership & Management, and those with 3 years' of management experience can apply for Chartered Manager status through the CMI.

**Level** - Level 5.

**Review date** - This standard should be reviewed within three years of its approval.



## **Annex 2 Practical Requirements for Synoptic Projects**

### **Design of Synoptic Projects**

- Specification of what has to be delivered on completion of the project – this must include the outputs, project plans etc.
- Terms of reference developed by the apprentice and agreed by the training provider and employer early in the project.
- Training Provider to provide clear project assessment criteria including terms of reference, approach to the problem, solution design and implementation, the final report and presentation.
- Apprentices must document their assumptions and highlight the consequences of these assumptions – enabling them to demonstrate their understanding of commercial pressures and the application of their thinking and problem solving skills
- Agreement to be made between the apprentice, employer and training provider on what systems, tools and platforms will be required (if any) to complete the tasks and how these will be made available.

### **Delivery of Synoptic Projects**

- Training Providers will work with the employer and apprentice to agree the project title and support arrangements required to enable the project to be undertaken
- The project should normally be based on an agreed business problem that forms part of the apprentice's role.
- Suitable time should be set aside by the employer for the apprentice to plan, undertake and write up their project.
- The apprentice will first work out what is required and present terms of reference and an initial plan for agreement with the employer and training provider
- The project will typically be undertaken at the employers premises
- The employer and training provider will ensure that the apprentice has access to the tools and systems required to complete the tasks within the project
- The apprentice will provide a signed statement to confirm the project is their own work
- The synoptic project will be set and completed during the final 6 months of the apprenticeship.

### **Requirements for the Project Environment**

- A suitable project environment should be provided ensuring access to all required tools and systems. This may be the apprentices' normal place of work/work station, or another environment suitable for the project.
- Someone responsible for managing the project from the employer perspective
- Someone from the training provider to oversee and provide support to the apprentice

