Chartered Manager Degree Apprenticeship

Assessment Plan

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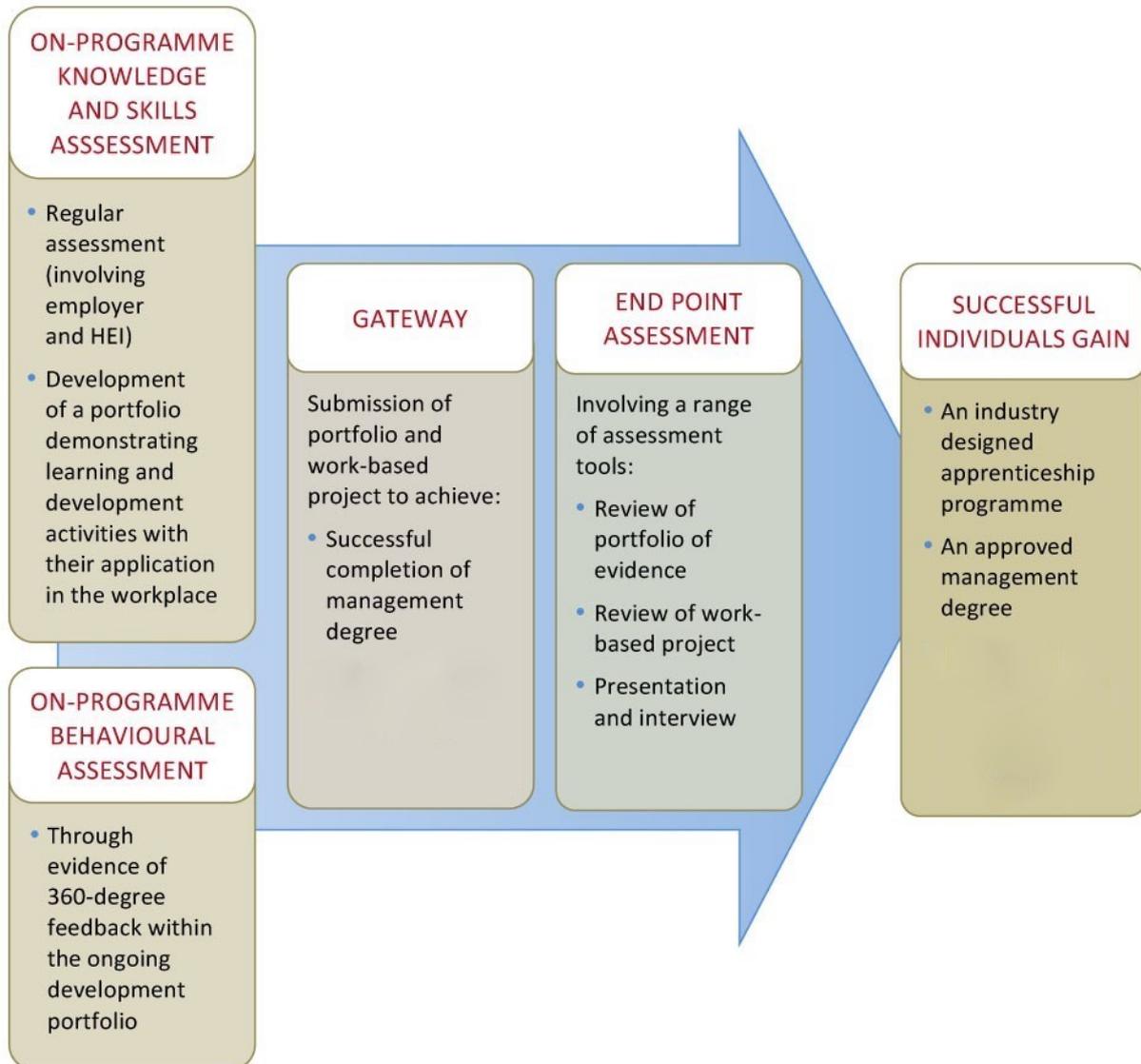**Introduction**

Introduction

The Chartered Manager Degree Apprenticeship is for professional managers who take lead responsibility for people, projects, operations and/or services to deliver long term organisational success. It is applicable to professional managers from all sectors - the private, public or third sector - and all sizes of organisation. It will typically take 4 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 become professional managers and achieve professional recognition on achievement of the apprenticeship once they have passed their end-point assessment, as well as those who may already have developed practical experience but who wish to develop their theoretical understanding of management skills further.

The assessment approach will ensure that apprentices meet the skills, knowledge and behaviour outcomes as defined in the Standard, whichever Higher Education Institute (HEI) is delivering the degree:

ON-PROGRAMME KNOWLEDGE AND SKILLS ASSSESSMENT

- Regular assessment (involving employer and HEI)
- Development of a portfolio demonstrating learning and development activities with their application in the workplace

ON-PROGRAMME BEHAVIOURAL ASSESSMENT

- Through evidence of 360-degree feedback within the ongoing development portfolio

GATEWAY

Submission of portfolio and work-based project to achieve:

- Successful completion of management degree

END POINT ASSESSMENT

Involving a range of assessment tools:

- Review of portfolio of evidence
- Review of work-based project
- Presentation and interview

SUCCESSFUL INDIVIDUALS GAIN

- An industry designed apprenticeship programme
- An approved management degree

Successful individuals will also have the option to apply for Chartered Manager status and to register with a relevant professional body.

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.

What distinguishes this apprenticeship is the blend of employer-defined skills, knowledge and behaviour outcomes that are integrated and assessed as part of a management degree, and professional recognition through the option to apply for professional recognition on achievement of the apprenticeship after the apprentice has passed the end-point assessment.

The HEIs will design their programmes and delivery to ensure all aspects of the standard are met. They will also develop approaches to delivery and on-programme assessment that will deliver high quality education

and training to apprentices and fulfil employer expectations.   This may either be achieved via a range of different delivery models including day release, distance learning and online, or through a more integrated approach designed in association with the apprentice's employer.

HEIs meet the rigorous quality assurance standards that are set, monitored and upheld by the Quality Assurance Agency for Higher Education. They have robust and respected assessment processes and quality assurance that incorporates internal moderation and external examiners to ensure independence across the degree.

The apprentice will be able to apply for professional recognition on achievement of the Apprenticeship once the apprentice has passed their end-point assessment.

The End-Point Assessment will be undertaken by a panel, comprising the employer, HEI and an independent assessor.   The independent assessor will have the final decision in relation to the assessment and grading of the apprentice. The independent assessor will come from an independent assessment organisation, from the Register of Apprentice Assessment Organisations.

The remainder of this assessment plan will set out the approach to assessment.
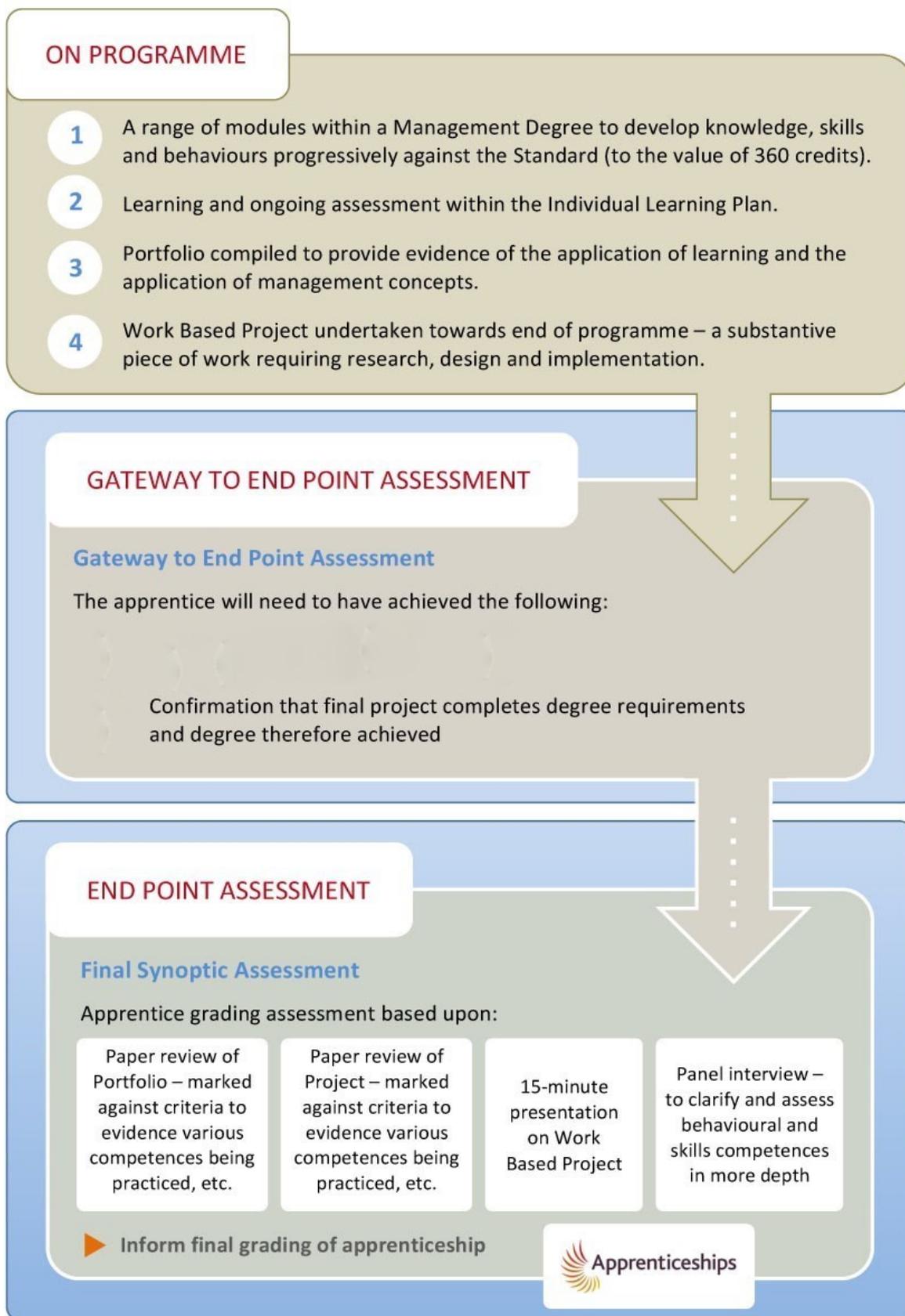
1. Assessment Overview

The delivery of the apprenticeship by the HEIs provides an integrated approach to developing and assessing skills, knowledge and behaviours across a range of modules within the degree programme. Each HEI will develop its own degree programme and will map the individual modules to the outcomes in the standard. Individual modules will contribute to the on-programme assessment of knowledge, skills and behaviour outcomes en-route to the final synoptic end point assessment.   A portfolio of evidence will be created to support this and will be assessed as part of the end point assessment. The work based project is a substantial piece of work undertaken within the final year of the apprenticeship.

Achievement of the apprenticeship will depend on apprentices being required to successfully complete a number of assessment activities. The methods used will ensure that the apprentice is assessed across the whole of the published Chartered Manager Degree Apprenticeship Standard.

The apprentice needs to have met the requirements of the degree in order to satisfy the Gateway process. The employer (in consultation with the HEI), should then put the apprentice forward for the end-point assessment when they believe they are ready.

The independent assessor then receives a copy of the candidates' portfolio and work based project, for assessment using a set of specific criteria ahead of competency based questioning as part of the final interview panel. The final panel integrates the process for reviewing all submissions and assessing whether candidates meet the Apprenticeship Standard. At this End Point Assessment, the candidate's full portfolio, work-based project and presentation 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. During this process the apprentice will be asked clarification and testing questions by members of the panel.

The separation of the On-Programme activity, Gateway process and End Point Assessment is demonstrated in diagram below:

ON PROGRAMME

1. A range of modules within a Management Degree to develop knowledge, skills and behaviours progressively against the Standard (to the value of 360 credits).

2. Learning and ongoing assessment within the Individual Learning Plan.

3. Portfolio compiled to provide evidence of the application of learning and the application of management concepts.

4. Work Based Project undertaken towards end of programme – a substantive piece of work requiring research, design and implementation.

GATEWAY TO END POINT ASSESSMENT

Gateway to End Point Assessment

The apprentice will need to have achieved the following:

Confirmation that final project completes degree requirements and degree therefore achieved

END POINT ASSESSMENT

Final Synoptic Assessment

Apprentice grading assessment based upon:

| Paper review of Portfolio – marked against criteria to evidence various competences being practiced, etc. | Paper review of Project – marked against criteria to evidence various competences being practiced, etc. | 15-minute presentation on Work Based Project | Panel interview – to clarify and assess behavioural and skills competences in more depth |

▶ Inform final grading of apprenticeship

Apprenticeships

Assessment Details

This is typically a 4-year apprenticeship with an integrated approach to the assessment of knowledge, skills and behaviours. Delivery and on-programme assessment are organised through a range of modules that deliver the HEI's approach to the degree curriculum, and through agreement with the employer in relation to workplace development opportunities. The modules 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 synoptic project, which will be assessed by the HEI, employer and independent assessor and the option to apply for professional recognition on achievement of the apprenticeship once the apprentice has passed their end-point assessment.

The modules, synoptic work based project and assessments will be clearly mapped to Standard to show how the outcomes will be met. The Standard can be found at Annex 1.

1.1 Assessment Methods

The assessment strategy includes On-Programme and End Point Assessment using both on-programme and synoptic assessments.

The formative On-Programme Assessment methods will be agreed between the HEI and employer, and are likely to include an appropriate mix of assignments, reports, practical exercises, projects, and feedback on behaviours via 360 degree feedback or equivalent mechanisms.

In addition the apprentice will create a portfolio of evidence, which will demonstrate how learning has been applied, their achievements and capabilities. It is a collection of evidence which demonstrates evidence of the skills, knowledge and behaviours an apprentice has acquired against the standard, and supports application for professional recognition on achievement of the apprenticeship once the apprentice has passed their end-point assessment. There will be regular reviews (at least quarterly) between employer and HEI with a formal annual on-programme assessment of progress. 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 End Point Assessment is by a robust panel interview, which will include a presentation on the synoptic work based project, review of portfolio evidence, and a question and answer session This combination will fully test that the apprentice meets all the requirements of the standard.

2.2 Assessment Processes

2.2.1 On Programme Assessment

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

The degree modules will cover the full range of the required skills and knowledge from the standard. Formative assessment will give an ongoing indication of performance against the final outcomes defined in the standard. Through regular reviews, the HEI and employer will support the apprentice, and provide extra guidance and support where performance issues might arise, to ensure the apprentice is fully supported in meeting the required outcomes.

This approach draws on good practice already undertaken in universities, combining it with employer support and workplace context to enable application of skills, knowledge and behaviours on an ongoing basis. Good practice guidance will be provided by the Employer Group, in conjunction with the HEIs, to help employers manage this process effectively.

In practice this means:
- Apprentices acquire knowledge, skills and behaviours as defined in the standard via the modules and assessments provided by the HEI
- Employers can select their preferred HEI, location and/or delivery model
- Apprentices do not have to be assessed more than once in a specific knowledge area.

Modules will be assessed and passed in accordance with University regulations. This will ensure that the student is prepared for the synoptic work based project near the end of the programme and demonstrate successful outcomes against the knowledge, skills and behaviours defined in the standard. The descriptor for higher education qualifications at Level 6 on the Framework for Higher Education can be found at: http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf.

2.2.2 Gateway to the End Point Assessment

The Gateway process will be used to confirm that the apprentice has met the pre-requisite requirements of the standard before they move to the End Point Assessment.

Degree
The HEI will need to confirm that the degree has been completed, that the work-based project meets the final requirements of the degree, and that the degree can be awarded.

Apprentices will be graded by the HEI for their specific management and business degrees using Honours degree classifications for English Universities. All UK universities must follow the QAA Code of Practice for the assurance of academic quality and standards in higher education.

Employers (in consultation with the HEI) will decide when the apprentice is ready to be put forward for their end-point assessment.

2.2.3 End Point Assessment

Following successful completion of the Gateway, the HEI will submit the candidates' details and written submission to the independent assessor.

The independent assessor then receives a copy of the candidates' online portfolio and end project, for assessing ahead of a final interview panel. The portfolio of evidence and the work-based project are reviewed, assessed and marked to confirm that there is sufficient evidence that the candidate's learning has been applied, and that they have demonstrated all the skills, knowledge and behaviours against the standard – see more detailed criteria in Annex 3.

The final panel then integrates the process for reviewing all submissions and assessing whether candidates meet the Chartered Manager Degree Apprenticeship Standard. At this final Panel, the candidate's full portfolio, work-based project and presentation are reviewed against the standard, to ensure that the apprentice has demonstrated the full range of skills, knowledge and behaviours detailed in the standard. During this process the apprentice will be asked clarification questions by members of the panel.

The Assessment Panel
The HEI will be responsible for co-ordinating the assessment panel process and will invite the independent assessor from the organisation approved on the Register of Apprentice Assessment Organisations to act as chair. The independent assessor will have the final decision as to the outcome of the panel and the award of the apprenticeship and grading.

The panel will be comprised of:
- an independent assessor (chair)
- a representative from the business school/academic institution
- a representative from their employer

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, as set out in Annex 3: Learning Outcomes and Assessment Criteria.

Work Based Project
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 final year – and will also be part of the Management Degree activity. The End Point Assessment integrates the project outcomes and presentation into the overall synoptic assessment.

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 HEI. Because of the significance of the project, the employer and HEI 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 HEI 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 HEI for assessment as part of the degree, and also to the independent assessor who will ensure that it demonstrates competence across the Apprenticeship Standard.   The project work will be distributed to three individuals who will form a panel who will interview the apprentice.

Portfolio

The evidence contained in the portfolio will comprise of complete and/or discrete pieces of work that cover the totality of the Chartered Manager Degree 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 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. Evidence may be in the form of reports, minutes, reflection, demonstrations, presentations, and feedback from managers and peers.

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 report, emails, customer comments, peer review etc.

Employers and the HEIs will assist the apprentice to develop their portfolio to ensure that it is complete and that it covers the totality of the Standard.

The completed portfolio will be assessed by an independent assessor who makes their own judgement on the quality of the work. It will be tested against specific criteria, which will be on a sampling basis (a range of 10 – 20%) to prevent predictability, and will cover a range of assessment methods used to gain evidence for the portfolio. The independent assessor will note particular aspects of the work that they wish to discuss with the apprentice during the panel interview, either to confirm their judgement and/or provide further information on which to base their grading decisions.

The Interview

The purpose of the interview is to:

- Clarify any questions the independent assessor has from their assessment of the work based project and full portfolio;
- Confirm and validate judgements about the quality of work;
- Explore aspects of the work, including how it was carried out, in more detail;
- Provide a basis for the independent assessor to make a holistic decision about the grade to be awarded.

As part of the panel interview the apprentice will be required to take part in two end point assessment processes – a presentation on the work-based project and a Question and Answer session. This will be conducted face-to-face or in exceptional circumstances via video or teleconference.

The Presentation

The presentation focuses on the outcomes of the Work Based Project. 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 as part of the overall project assessment, 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 and Q&A session will normally be of c 1 hour duration
- The presentation will be conducted face to face, or in exceptional circumstances via live media
- The presentation will be conducted in a suitable location – organised by the HEIs
- The apprentice must be put at ease to enable them to do their best
- The presentation will be to the HEI and independent assessor, and the employer whenever possible.

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 End Point Assessment organisation, on the nature of presentation and the assessment criteria used, as well as the question and answer session.

2. Final Assessment and Grading

The final assessment and grading will be undertaken by the Panel, with the final decision made by the independent assessor. Marks will be allocated across the areas being assessed, with a maximum possible mark of 100.

The panel will award marks based on their assessment of the portfolio, work-based project, presentation and the panel interview.

The marks will be based on how the evidence presented to the panel 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

End Point Assessment Evidence	Maximum Mark
Portfolio	55
Project	25
Presentation & Interview	20

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

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

When applying the grades, the independent assessor hosting the panel interview will act as the final arbiter. This will not have any impact on the final degree classification that the HEI awards.

- What constitutes an outstanding 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 manager, demonstrated in a way that is transferable across employers

3. Assessment Responsibilities and Quality Assurance

Who will assess?

All independent assessment organisations approved to deliver the end-point assessment for this standard can be found on the Register of Apprentice Assessment Organisations, to ensure employer choice.
As the assessor will be assessing work at Level 6, it will be required that each assessor holds a Masters/Level 7 qualification or comparable, has experience of the subject area for the assessments for which they will be responsible and holds an appropriate quality assurance qualification.

Internal Quality Assurance

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 6 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

They will also be responsible for undertaking any reporting requirements and provision of information relating to performance and outcomes.

The management degree will be graded using Honours degree classifications for English universities. All UK universities must follow the Quality Assurance Agency for Higher Education (QAA) code of practice for the assurance of academic quality and standards in higher education. This ensures consistency across HEIs. The descriptor for higher education qualifications at Level 6 on the Framework for Higher Education can be found at: http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf

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.

External Quality Assurance

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

4. Professional Body Recognition

On completion, apprentices may choose to register as members with a relevant professional body to support their professional career development and progression.

On achievement of the Apprenticeship once the end-point assessment has been passed, individuals will have the option to apply for professional recognition.

Further development/progression routes will be available, which include higher level qualifications and professional development.

5. Implementation: Management and Affordability

The approach presented offers an affordable and scalable solution to assessment for this apprenticeship. The approach is robust 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.

It is recommended that the End Point Assessment will be delivered through a series of panel days, which will be set-up based on demand and across a range of geographical locations, with the option to deliver at HEI premises to reduce venue costs   This will ensure that the independent assessor and HEI time is maximised, and that employer and apprentices have access to panels which are conveniently located, reducing the time spent on travel and associated costs. However, a panel can be convened as needed to ensure that the completion of an Apprenticeship is not affected.

The cost of the End Point Assessment represents 5% of the total cost of delivering the apprenticeship.

Annex 1   **Chartered Manager Degree Apprenticeship**

A Chartered Manager is someone who can take responsibility for people, projects, operations and/or services to deliver long term organisational success, with the professional recognition of their ability to deliver impact, behave ethically and demonstrate their commitment to continual learning and development.

Occupation /Profile: Professional managers in the private, public or third sector and all sizes of organisation. Specific job roles may include: Manager; Senior Manager; Head of Department; Operations Manager; or anyone with significant management responsibilities.

- Professional managers capable of managing complexity and delivering impact at a strategic and/or operational level with management and leadership responsibility for setting and delivering organisational objectives through a wide range of functions.
- Professional managers who want to develop fully all aspects of their management and leadership skills, knowledge, self-awareness and behaviours. These include strategic decision making, setting direction and achieving results, building and leading teams, clear communication, developing skills and motivating others, fostering inclusive and ethical cultures, leading change, project management, financial management, innovation, risk management, & developing stakeholder relationships.

Requirements:

Knowledge	What is required (through formal learning and applied according to business environment)
Organisational Performance – delivering a long-term purpose	
Operational Strategy	Understand how to develop and implement organisational strategy and plans, including approaches to resource and supply chain management, workforce development, sustainability, taking and managing risk, monitoring and evaluation, and quality assurance. Know how to manage change in the organisation.
Project Management	Know how a project moves through planning, design, development, deployment and evaluation. Understand risk management models and reporting, risk benefit analysis and H&S implications.
Business Finance	Understand financial strategies, including budgets, financial management and accounting, and how to provide financial reports. Understand approaches to procurement and contracting, and legal requirements. Understand commercial context in an organisational setting and how this changes over time.
Sales and Marketing	Know how to create marketing and sales strategies. Know how to segment and target relevant markets and customers (global and local), analysis of opportunities and ways to market. Understand the need for innovation in product and service design.
Digital business & new technologies	Understand approaches to innovation and digital technologies and their impact on organisations, and how their application can be used for organisational improvement and development. Understand innovation and digital technology's impact on data and knowledge management for analysing business decision-making.
Interpersonal Excellence – leading people and developing collaborative relationships	
Communication	Understand different forms of communication (written, verbal non-verbal, digital) and how to apply them. Know how to maintain personal presence and present to large groups. Awareness of interpersonal skills of effective listening, influencing techniques, negotiating and persuasion.
Leading People	Understand different inclusive leadership styles and models, how to develop teams and support people using coaching and mentoring approaches. Understand organisational culture and diversity management.
Managing People	Know how to recruit, manage and develop people, using inclusive talent management approaches. How to use HR systems and processes to ensure legal requirements, H&S, and well-being needs. Know how to set goals and manage performance.
Developing Collaborative Relationships	Understand approaches to stakeholder, customer and supplier management, developing engagement, facilitating cross functional working and negotiation. Know how to shape common purpose, as well as approaches to conflict management and dispute resolution.
Personal Effectiveness – managing self	
Awareness of self and others	Know how to be self–aware and recognise different learning styles. Know how to use emotional and social intelligence, and active listening and open questioning to work effectively with others.
Management of Self	Know how to manage time, set goals, prioritise activities and undertake forward planning in a business environment with a focus on outcomes.
Decision Making	Know how to undertake research, data analysis, problem solving and decision-making techniques, and understand the values, ethics and governance of your organisation.

Skills	What is required (acquired and demonstrated through continuous professional development in the workplace)
Organisational Performance – delivering a long-term purpose	
Operational Strategy	Support the development of organisational strategies and plans. Develop and deliver operational plans; being able to set targets and KPIs, manage resources, and monitor and measure outcomes to establish operational effectiveness, efficiencies and excellence. Produce reports that clearly present information and data, using a range of interpretation and analytical processes. Gain wide support to deliver successful outcomes.
Project Management	Plan, organise and manage resources in order to achieve organisational goals. Identify key outcomes, develop and implement plans and monitor progress, and provide reports as required. Proactively identify risk and create plans for their mitigation. Able to initiate, lead and drive change within the organisation, identifying barriers/challenges and how to overcome them. Ability to use widely recognised project management tools.
Business Finance	Managing budgets, controlling expenditure and production of financial reports.
Sales and Marketing	Use of customer insight and analysis of data to determine and drive customer service outcomes and improve customer relationships. Creative approaches to developing solutions to meet customer need.
Digital business & new technologies	Able to identify service/organisational improvements and opportunities for innovation and growth, using qualitative and quantitative analysis of information and data and benchmarking against others.
Interpersonal Excellence – leading people and developing collaborative relationships	
Communication	Communicate clearly, effectively and regularly using oral, written and digital channels and platforms. Use active listening and open questioning to structure conversations and discussions, and able to challenge when appropriate. Manage and chair meetings and clearly present actions and outcomes. Ability to apply influencing and persuading skills, to the dynamics and politics of personal interactions.
Leading People	Able to articulate organisational purpose and values. Support the creation of an inclusive, high performance work culture. Enable others to achieve by developing and supporting them through coaching and mentoring.
Managing People	Able to build teams, empower and motivate others to improve performance or achieve outcomes. Able to delegate to others, provide clear guidance and monitor progress. Ability to set goals and accountabilities.
Developing Collaborative Relationships	Able to build rapport and trust, develop networks and maintain relationships with people from a range of cultures, backgrounds and levels. Able to contribute within a team environment. Effectively influence and negotiate, being able to have challenging conversations and give constructive feedback. Work collaboratively with internal and external customers and suppliers.
Personal Effectiveness – managing self	
Awareness of self and others	Able to reflect on own performance, identifying and acting on learning and development needs. Ability to understand impact on others. Can manage stress and personal well-being, and confident in knowing core values and drivers.
Management of Self	Able to create personal development plan, and use widely recognised tools and techniques to ensure the management of time and pressure effectively, and prioritisation and strategic alignment of activities.
Decision Making	Use evidence-based tools and ethical approaches to undertake problem solving and critical analysis, synthesis and evaluation to support decision making.

Behaviours	What is required (developed and exhibited in the workplace)
Takes responsibility	Drive to achieve in all aspects of work. Demonstrates resilience and determination when managing difficult situations. Seeks new opportunities underpinned by commercial acumen and sound judgement.
Inclusive	Open, approachable, authentic, and able to build trust with others. Seeks the views of others and values diversity internally and externally.
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 and new management theories.
Professionalism	Sets an example, and is ethical, fair, consistent and impartial. Operates within organisational values and adheres to the CMI's Professional Code of Conduct and Practice. (http://www.managers.org.uk/policies/code-of-conduct-and-practice).

Duration: The typical duration for this apprenticeship is 4 years, but will depend on the previous experience of the apprentice.

Entry requirements: Individual employers will set the selection criteria for their Apprenticeships. Most candidates will have A levels (or equivalent) or existing relevant Level 3 qualifications, and English, Maths and ICT at Level 2. Other relevant or prior experience may also be considered as an alternative.

Qualifications - Successful apprentices will achieve a degree in management and business [either BA (Hons); BSc (Hons) or BBA (Hons)].

English and Maths - English and Maths will be required to be demonstrated at a minimum of Level 2.

Level: This apprenticeship standard is at Level 6.

Link to professional registration – On completion of the apprenticeship, successful individuals will have the option to apply for professional recognition and canregister with a relevant professional body.

Review date: This apprenticeship standard should be reviewed three years after approval of the standard.

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 HEI and employer early in the project.
- HEI 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 HEI 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
- HEIs 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 HEI
- The project will typically be undertaken at the employers premises
- The employer and HEI 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 year of the apprenticeship, near the end of the programme

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
- A tutor from the HEI to oversee and provide support to the apprentice

Annex 3   **Learning Outcomes and Assessment Criteria**

The learning outcomes and assessment criteria for the Chartered Manager Degree Apprenticeship have been based upon the following:

1. DfEdefinition - level 6 descriptor
   - critically, review, consolidate and extend a systematic and coherent body of knowledge, utilising specialized skills across an area of study;
   - critically evaluate new concepts and evidence from a range of sources;
   - transfer and apply diagnostic and creative skills and exercise significant judgment in a range of situations;
   - accept accountability for determining and achieving group and/or personal outcomes.

2. Ofqual level 6 descriptors

Summary	Knowledge and understanding	Application	Autonomy and accountability
Achievement at level 6 reflects the ability to refine and use relevant understanding, methods and skills to address complex problems that have limited definition. It includes taking responsibility for planning and developing courses of action that are able to underpin substantial change or development, as well as exercising broad autonomy and judgement. It also reflects an understanding of different perspectives, approaches or schools of thought and the theories that underpin them.	Refine and use practical, conceptual or technological understanding to create ways forward in contexts where there are many interacting factors. Critically analyse, interpret and evaluate complex information, concepts and ideas. Understand the context in which the area of study or work is located. Be aware of current developments in the area of study or work. Understand different perspectives, approaches or schools of thought and the theories that underpin them.	Address problems that have limited definition and involve many interacting factors. Determine, refine, adapt and use appropriate methods and skills. Use and, where appropriate, design relevant research and development to inform actions. Evaluate actions, methods and results and their implications.	Take responsibility for planning and developing courses of action that are capable of underpinning substantial changes or development. Initiate and lead tasks and processes, taking responsibility, where relevant, for the work and roles of others. Exercise broad autonomy and judgement.

Upon successful completion of the Chartered Manager Degree Apprenticeship, candidates will demonstrate:

- Knowledge and understanding acquired through formal learning and applied according to the business environment
- Skills acquired and demonstrated through continuous professional development in the workplace.

Organisational Performance – delivering a long-term purpose		
Learning outcome/ outcome required **The candidate will:**	**Assessment criteria** **The candidate can:**	**Assessment methods**
1. Operational Strategy **Knowledge – know and understand:** 1.1 How to develop and implement organisational strategy and plans, including approaches to resource and supply chain management, workforce development, sustainability, taking and managing risk, monitoring and evaluation, and quality assurance.	1.1.1 Evaluate theories of organisational strategies and review own organisations strategy in the context of these 1.1.2 Analyse own organisations strategy for resource and supply chain management 1.1.3 Analyse own organisations strategy for workforce development 1.1.4 Interpret key principles of sustainability within own organisation 1.1.5 Evaluate risk management models and review own organisations approach to the identification and monitoring of risk 1.1.6 Evaluate quality assurance models in the context of own organisation	Portfolio will include evidence obtained using a range of assessment methods[1] to show that the candidate has understood and applied relevant organisational theories. Evidence must demonstrate that the candidate is able to apply theory to support the development, implementation and monitoring of organisational strategies and plans.
1.2 How to manage change in the organisation.	1.2.1 Critically evaluate change management models 1.2.2 Apply relevant model(s) to effectively manage substantial change in a select area of own organisation	Work-based project will be set within the context of own organisation's strategy and make efficient use of resources available.

[1] For example: the portfolio will include some of the following types of evidence to demonstrate achievement against the standard: reflective journal, , assessor observations, credible witness statements, 360 degree feedback, plans, projects, assignments, presentations, research projects, reports

Skills – be able to: 1.3 Support the development of organisational strategies and plans. 1.4 Develop and deliver operational plans; set targets and key performance indicators, manage resources, and monitor and measure outcomes to establish operational effectiveness, efficiencies and excellence. 1.5 Produce reports that clearly present information and data, using a range of interpretation and analytical processes. 1.6 Gain wide support to deliver successful outcomes.	1.3.1 Review own organisations strategies and plans and support further development of these 1.4.1 Develop operational plan to include realistic, measurable targets and key performance indicators 1.4.2 Demonstrate effective delivery of operational plan 1.4.3 Identify and manage appropriate resources to deliver plan 1.4.4 Accurately monitor and measure outcomes and evaluate results 1.5.1 Construct a range of detailed management reports and analyse and interpret these 1.6.1 Deliver successful outcomes demonstrating the effective use of wide support from a range of sources.	Interview will test knowledge and understanding of organisational strategy and the application of this.
2. Project Management **Knowledge– know and understand:** 2.1 How a project moves through planning, design, development, deployment and evaluation. 2.2 Risk management models and reporting, risk benefit analysis and health and safety implications. **Skills – be able to** 2.3 Plan, organise and manage resources in order to achieve organisational goals. 2.4 Identify key outcomes, develop and implement plans and monitor progress, and provide reports as required. 2.5 Proactively identify risk and create plans for their mitigation.	2.1.1 Analyse the key stages of a project and demonstrate the application of these 2.2.1 Evaluate risk management models and risk versus benefit 2.2.2 Present methods of reporting and monitoring risk, including health and safety, and the mitigation of identified risks 2.3.1 Exhibit the effective planning, organisation, and management of identified resources, demonstrating how this contributes to the achievement of project goals 2.4.1 Identify key project outcomes, developing and implementing plans to ensure that these are achieved 2.4.2 Monitor progress towards the achievement of project outcomes and produce reports that clearly demonstrate this	Portfolio will include evidence obtained using a range of assessment methods to show that the candidate has understood the project management process and has successfully applied this to produce positive outcomes. Work-based project will follow the principles of project management as appropriate. Interview will test knowledge and understanding of project management and how the

2.6 Initiate, lead and drive change within the organisation, identifying barriers/ challenges and how to overcome them. 2.7 Use widely recognised project management tools.	2.5.1 Select and apply a risk management model to project, identifying and monitoring risks and actions to mitigate of these 2.6.1 Initiate, lead and drive change within a specific area of own organisation, identifying barriers/ challenges and presenting strategies to overcome these 2.7.1 Demonstrate the successful use of project management tools.	candidate has applied this to achieve successful outcomes.
3. Business Finance **Knowledge – know and understand:** 3.1 Financial strategies, including budgets, financial management and accounting, and how to provide financial reports. 3.2 Approaches to procurement and contracting, and legal requirements. 3.3 Commercial context in an organisational setting and how this changes over time. **Skills – be able to:** 3.4 Manage budgets, control expenditure and produce financial reports.	 3.1.1 Evaluate the importance of strategic financial management in relation to the organisational strategy 3.1.2 Assess the key elements of financial planning and review 3.1.3 Create and analyse financial reports 3.2.1 Evaluate the use of procurement and contracting and analyse their use within the context of own organisation 3.2.3 Assess the legal requirements around procurement and contracting and how to comply with these 3.3.1 Assess the commercial context that own organisation operates within 3.4.1 Identify how a budget can be produced taking into account financial constraints and achievement of targets, legal requirements and accounting conventions 3.4.2 Demonstrate competent management of a budget ensuring control over expenditure in accordance with targets 3.4.2 Access financial data, assess its validity and produce clear financial reports that analyse data and draw conclusions.	Portfolio will include evidence obtained using a range of assessment methods to show that the candidate has an understanding of financial management, is able to apply this and analyse financial data and draw conclusions. Work-based project will include financial considerations as appropriate. Interview will test knowledge and understanding of business finance and how this has been effectively utilised by the candidate.
4. Sales and Marketing **Knowledge – know and understand:** 4.1 How to create marketing and sales strategies.	 4.1.1 Evaluate sales and marketing theories to inform strategy	

	4.1.2 Assess methods for setting sales and marketing objectives 4.1.3 Explain methods for applying and monitoring the implementation of a sales and marketing plan	Portfolio will include evidence obtained using a range of assessment methods to show that the candidate has understood sales and marketing
4.2 How to segment and target relevant markets and customers (global and local), analysis of opportunities and ways to market.	4.2.1 Critically evaluate types of market segmentation and apply to own organisations customer base 4.2.2 Analyse segments in relation to own organisation and propose a strategy to assist targeting	theories and methods, and is able to analyse and use data to meet customer needs.
4.3 The need for innovation in product and service design.	4.3.1 Explain the importance of innovation in product and design 4.3.2 Analyse approaches to innovation employed by own organisation making recommendations as appropriate	Work-based project will consider sales and marketing as appropriate.
Skills – be able to:		
4.4 Use customer insight and analysis of data to determine and drive customer service outcomes and improve customer relationships.	4.4.1 Analyse sources of information for customer insight and data 4.4.2 Demonstrate use of customer insight and data to determine and drive customer service outcomes and improve customer relationships	Interview will test knowledge and understanding of sales and marketing and how the candidate has applied this to achieve beneficial results.
4.5 Use creative approaches to developing solutions to meet customer need.	4.5.1 Demonstrate use of creative approaches in developing a range of solutions to meet customer needs and review the effectiveness of these.	
5 Digital business and new technologies **Knowledge – know and understand:**		
5.1 Approaches to innovation and digital technologies and their impact on organisations, and how their application can be used for organisational improvement and development.	5.1.1 Critically evaluate the impact of innovation and digital technologies on organisations 5.1.2 Evaluate the use of these for organisational development 5.1.3 Review the use of innovation and digital technologies in own organisation and make recommendations for improvement	Portfolio will include evidence obtained using a range of assessment methods to show that the candidate has understood the use of innovation and digital technologies and the use of data and knowledge management.
5.2 Innovation and digital technology's impact on data and knowledge management for analysing business decision-making.	5.2.1 Analyse the impact of innovation and digital technologies on data and knowledge management	

	5.2.2 Demonstrate how this can be utilised for making business decisions	Work-based project will include innovation and digital technologies as appropriate.
Skills – be able to: 5.3 Identify service/ organisational improvements and opportunities for innovation and growth, using qualitative and quantitative analysis of information and data and benchmarking against others.	5.3.1 Demonstrate the use of qualitative and quantitative analysis of information to identify service/ organisational improvements and opportunities for innovation and growth 5.3.2 Analyse information and data to benchmark against others.	Interview will test knowledge and understanding of the application of innovation, digital technologies, data and knowledge management to business.

Interpersonal Excellence – leading people and developing collaborative relationships		
Learning outcome/ outcome required **The candidate will:**	**Assessment criteria** **The candidate can:**	**Assessment methods**
6 Communication **Knowledge – know and understand:** 6.1 Different forms of communication (written, verbal non-verbal, digital) and how to apply them. 6.2 How to maintain personal presence and present to large groups. 6.3 Interpersonal skills awareness including effective listening, influencing techniques, negotiating and persuasion. **Skills - be able to:** 6.4 Communicate clearly, effectively and regularly using oral, written and digital channels and platforms. 6.5 Use active listening and open questioning to structure conversations and discussions, and able to challenge when appropriate. 6.6 Manage and chair meetings and clearly present actions and outcomes.	6.1.1 Evaluate different types of communication and the application of these analyse their strengths and weaknesses in different contexts 6.2.1 Determine how to maintain personal presence 6.2.2 Prepare and present successfully to large groups 6.3.1 Analyse own interpersonal skills and take responsibility to further develop of these 6.4.1 Show effective and appropriate use of all forms of communication 6.5.1 Use active listening and open questioning to structure conversations and discussions and demonstrate the use of these to challenge others when appropriate 6.6.1 Demonstrate confident and effective chairing of meetings including preparation and follow up	Portfolio will include evidence obtained using a range of assessment methods to show that the candidate is able to use all forms of communication appropriately and effectively, and demonstrate high level interpersonal skills in a variety of contexts. Work-based project will be well structured and demonstrate good written presentation skills. Interview will review the candidate's communication

6.7 Apply influencing and persuading skills, to the dynamics and politics of personal interactions.	6.7.1 Effectively apply influencing and persuading skills to the dynamics and politics of personal interactions.	style and their ability to influence and negotiate.
7 Leading People **Knowledge – know and understand:** 7.1 Different inclusive leadership styles and models, how to develop teams and support people using coaching and mentoring approaches. 7.2 Organisational culture and diversity management. **Skills – be able to:** 7.3 Articulate organisational purpose and values. 7.4 Support the creation of an inclusive, high performance work culture. 7.5 Enable others to achieve by developing and supporting them through coaching and mentoring.	 7.1.1 Evaluate a range of leadership styles and models to include inclusive leadership 7.1.2 Know own leadership style and how to adapt to situations 7.1.3 Evaluate the use of coaching and mentoring approaches to supporting people and developing teams 7.2.1 Evaluate types of organisational culture and how these are created 7.2.2 Explain diversity management and review approach in own organisation 7.3.1 Explain purpose and values and analyse how effectively these are communicated and articulated in own organisation 7.4.1 Take actions that support the creation of an inclusive work culture 7.4.2 Take actions that support the creation of an high performance work culture 7.5.1 Enable others to achieve by developing and supporting them through coaching and mentoring.	Portfolio will include evidence obtained using a range of assessment methods to show that the candidate has understood the impact of leadership on culture and is able to lead and coach people. Work-based project will include leading people as appropriate. Interview will test knowledge and understanding of leadership and own leadership style, how this can be used to affect performance.
8 Managing People **Knowledge – know and understand:** 8.1 How to recruit, manage and develop people, using inclusive talent management approaches.	 8.1.1 Explain recruitment strategies and review the effectiveness of own organisations strategy 8.1.2 Examine inclusive talent management approaches and how this can be used to recruit, manage, and develop people 8.1.3 Analyse the use of inclusive talent management within own organisation	Portfolio will include evidence obtained using a range of assessment methods that the candidate has understood and can apply inclusive approaches to recruitment and

8.2 How to use HR systems and processes to ensure legal requirements, health and safety, and well-being needs.	8.2.1 Discuss the use of HR systems and processes to ensure legal requirements, health and safety, and well-being needs are met	management to meet organisational needs.
8.3 How to set goals and manage performance.	8.3.1 Critically evaluate goal setting theories and models 8.3.2 Set realistic achievable goals for others, monitoring and managing progress towards these	Work-based project will include managing people as appropriate
Skills – be able to:		Interview will test knowledge and understanding of people management.
8.4 Build teams, empower and motivate others to improve performance or achieve outcomes.	8.4.1 Demonstrate successful team building skills to significantly empower and motivate others	
8.5 Delegate to others, provide clear guidance and monitor progress.	8.5.1 Identify and delegate tasks to others, demonstrating the provision of clear guidance and the effective monitoring of progress to achieve positive results	
8.6 Set goals and accountabilities.	8.6.1 Set realistic goals for others and ensure accountability.	
9 Developing Collaborative Relationships **Knowledge – know and understand:**		
9.1 Approaches to stakeholder, customer and supplier management, developing engagement, facilitating cross functional working and negotiation.	9.1.1 Describe the principles of stakeholder, customer and supplier engagement and management 9.1.2 Analyse stakeholder, customer and supplier engagement and management in own organisation and identify strategies for improvement 9.1.3 Explain the benefits and challenges of cross-functional working and apply this method of working to deliver positive results 9.1.4 Evaluate negotiation strategies and practice these	Portfolio will include evidence obtained using a range of assessment methods to show that the candidate has understood collaborative relationships and has put these into practice.
9.2 How to shape common purpose, as well as approaches to conflict management and dispute resolution.	9.2.1 Explain methods for shaping common purpose 9.2.2 Evaluate models of conflict management and resolution and successfully apply these	Work-based project will include collaborative relationships as appropriate.
Skills – be able to:		Interview will test knowledge and understanding of developing and sustaining collaborative relationships.
	9.3.1 Develop and maintain networks and relationships	

9.3 Build rapport and trust, develop networks and maintain relationships with people from a range of cultures, backgrounds and levels.	9.3.2 Build rapport and trust, demonstrating how this takes place with all people including those from different cultures, backgrounds and levels	
	9.4.1 Demonstrate useful contributions to a team environment	
9.4 Contribute within a team environment.	9.5.1 Demonstrate effective negotiation and influencing skills	
9.5 Effectively influence and negotiate, being able to have challenging conversations and give constructive feedback.	9.5.2 Manage difficult conversations and give constructive feedback	
9.6 Work collaboratively with internal and external customers and suppliers.	9.6.1 Demonstrate collaborative working with internal customers	
	9.6.2 Demonstrate collaborative working with external customers and suppliers.	
Personal Effectiveness – managing self		
Learning outcome/ outcome required **The candidate will:**	**Assessment criteria** **The candidate can:**	**Assessment methods**
10 Awareness of self and others **Knowledge – know and understand** 10.1 How to be self–aware and recognise different learning styles. 10.2 How to use emotional and social intelligence, and active listening and open questioning to work effectively with others.	10.1.1 Evaluate theories of learning styles and apply to self and others 10.2.1 Evaluate models of emotional intelligence and their use in the workplace 10.2.2 Evaluate the concept of social intelligence and its use in the workplace 10.2.3 Explain the importance of active listening and open questioning and demonstrate their uses in working with others	Portfolio will include evidence obtained using a range of assessment methods to show that the candidate is aware of self and others has plans for self-development that will enhance impact.
Skills – be able to: 10.3 Reflect on own performance, identifying and acting on learning and development needs. 10.4 Understand impact on others.	10.3.1 Analyse own performance, identifying learning and development needs 10.3.2 Devise and implement strategies to address learning and development needs	Work-based project will demonstrate effective management of self as appropriate. Interview will test the candidate's self-awareness, impact upon others, and

		10.4.1 Explain factors that influence impact on others, both positive and negative, and demonstrate a positive impact on others 10.5.1 Determine and apply stress management techniques in the workplace to ensure personal well-being 10.5.2 Demonstrate confidence in knowledge of core values and reflect these in own performance.	strategies for development of self.
10.5	Manage stress and personal well-being, being confident in knowing core values and drivers.		
11 Management of Self **Knowledge – know and understand**			
11.1	How to manage time, set goals, prioritise activities and undertake forward planning in a business environment with a focus on outcomes. **Skills – be able to:** 11.2 Create personal development plan, and use widely recognised tools and techniques to ensure the management of time and pressure effectively, and prioritisation and strategic alignment of activities.	11.1.1 Assess a broad range of techniques for managing time 11.1.2 Review own time management skills and create and implement strategies to improve 11.1.3 Evaluate goal setting theories and models 11.1.4 Set achievable goals/ objectives for self and monitor progress towards these 11.2.1 Demonstrate use of time management techniques and tools 11.2.2 Effectively manage own workload to achieve objectives 11.2.3 Align personal development objectives to the organisational strategy 11.2.4 Demonstrate on-going commitment to personal development.	Portfolio will include evidence obtained using a range of assessment methods to show that the candidate can effectively manage self and demonstrated plans for self-improvement. Work-based project will demonstrate effective management of self to complete this. Interview will test the candidate's management of self including self development, and plans to maintain on-going CPD.
12 Decision Making **Knowledge – know and understand**			
12.1	How to undertake research, data analysis, problem solving and decision-making techniques.	12.1.1 Critically evaluate research methods and the types of data generated 12.1.2 Analyse complex data and draw sensible conclusions	Portfolio will include evidence obtained using a range of assessment methods to show

		12.1.3 Evaluate and apply problem solving techniques 12.1.4 Evaluate and apply decision making techniques 12.2.1 Describe and evaluate the values and ethics of your organisation 12.2.2 Review the impact of the governance of your organisation in terms of the decision making process 12.3.1 Demonstrate the use of evidence based tools to solve problems 12.3.2 Demonstrate the consistent use of critical analysis, synthesis and evaluation to support decision making 12.3.3 Use ethical approaches in problem solving and decision making.	that the candidate is able to use strategies to solve problems and make decisions. Work-based project problem demonstrates factors affecting problem solving and decision making as appropriate. Interview will test knowledge and understanding of decision making and how the candidate utilises information to inform this.
12.2 The values, ethics and governance of your organisation. **Skills – be able to:** 12.3 Use evidence-based tools and ethical approaches to undertake problem solving and critical analysis, synthesis and evaluation to support decision making.		

Behaviours required (developed and exhibited in the workplace)		Assessment methods
Takes responsibility • Drive to achieve in all aspects of work • Demonstrates resilience and determination when managing difficult situations • Seeks new opportunities underpinned by commercial acumen and sound judgement.		Portfolio will include evidence obtained using a range of assessment methods 360 degree feedback from others to show that the candidate has demonstrated these behaviours Interview may scrutinise and require examples of when and how the candidate demonstrates these behaviours
Inclusive • Open, approachable, authentic, and able to build trust with others		Portfolio will include evidence obtained using a range of assessment methods including 360 degree feedback from others to show that the

		candidate has demonstrated these behaviours Interview may scrutinise and require examples of when and how the candidate demonstrates these behaviours
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 and new management theories.		Portfolio will include evidence obtained using a range of assessment methods including 360 degree feedback from others to show that the candidate has demonstrated these behaviours Interview may scrutinise and require examples of when and how the candidate demonstrates these behaviours
Professionalism • Sets an example, and is ethical, fair, consistent and impartial • Operates within organisational values and adheres to the CMI's Professional Code of Conduct and Practice. (http://www.managers.org.uk/policies/code-of-conduct-and-practice).		Portfolio will include evidence obtained using a range of assessment methods including 360 degree feedback from others to show that the candidate has demonstrated these behaviours Interview may scrutinise and require examples of when and how the candidate demonstrates these behaviours

• Seeks the views of others and values diversity internally and externally.