

Metrology Technician

Level 3

Assessment Plan

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1. Introduction

This document sets out the requirements and process for the end-point assessment of the Metrology Technician apprenticeship. All apprenticeship standards must include an independent end-point assessment to check the apprentice's overall performance against the standard.

The document is designed for employers, apprentices, training providers and Assessment Organisations and should be read in conjunction with the Metrology Technician approved apprenticeship standard.

The duration of the Metrology Technician apprenticeship is typically 36 months depending on prior qualifications and relevant experience. This document does not seek to describe the process and roles and responsibilities within the delivery of the apprenticeship. However, guidance for the on-programme period of learning is provided in annex B.

This assessment plan has been designed to ensure that:

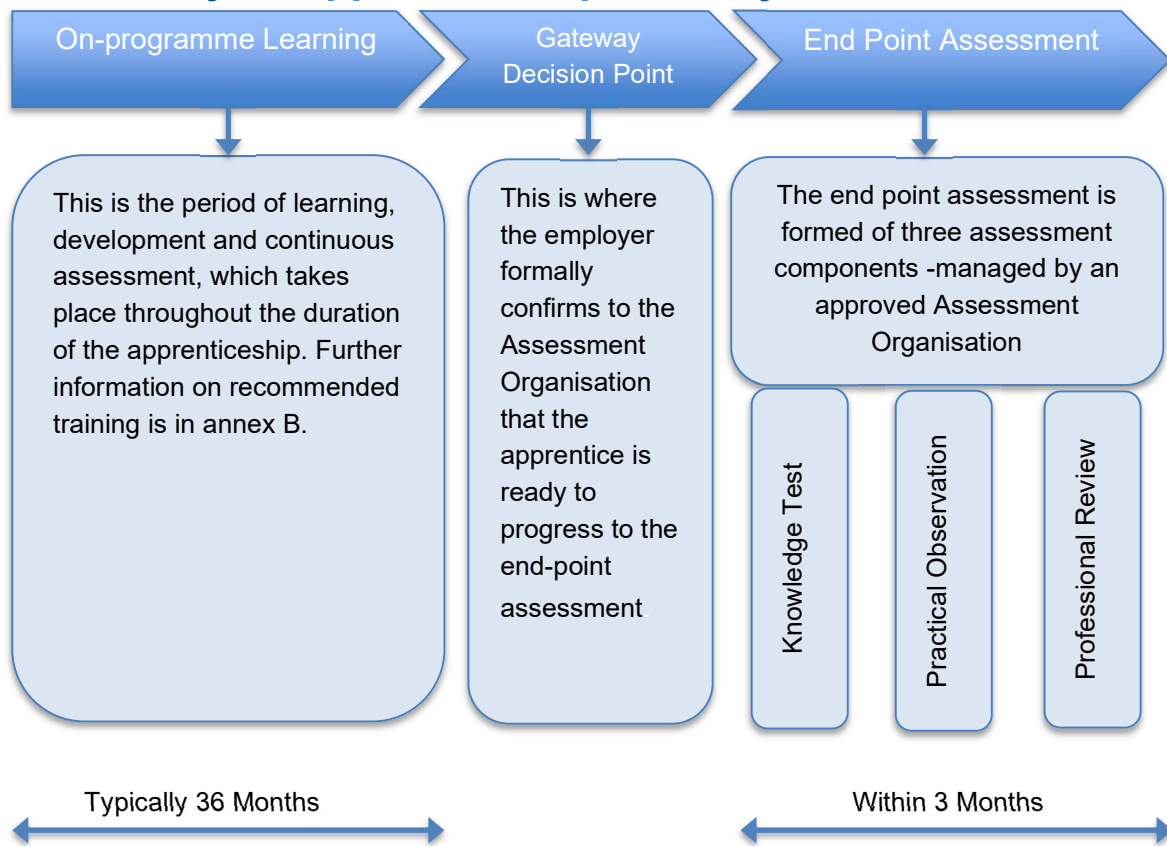
- ✓ Apprentices meet the knowledge, skills, and behaviours as defined within the standard.
- ✓ The end-point assessment is appropriate, feasible and consistent.
- ✓ The process adds value to both the apprentice and employer.

The approach to assessment has adopted the following broad principles;

- The assessment process will build on, and complement, the on-programme learning and development.
- It should encourage continuing professional development.
- It should position the apprenticeship as a starting point for a career and encourage apprentices to explore progression opportunities.

The end-point assessment must have independence and successful completion will lead to final certification of the apprenticeship and demonstrate that the apprentice is fully competent and can work safely and confidently as a Metrology Technician.

2. Summary of Apprenticeship Journey



3. On-programme Learning

On-programme learning is the period of learning, development and continuous assessment, which takes place throughout the duration of the apprenticeship. This **should** be detailed in a delivery plan and facilitated by the employer who, in most cases, will be supported by their chosen education or training provider.

4. Readiness for the End-point Assessment (Gateway)

The independent end-point assessment is synoptic, that is, it takes an overview of an apprentice's competence. It is important, therefore, that this should only take place when the employer is confident that the apprentice has met all the knowledge, skills and behaviours as set out in the standard. Once the employer is satisfied the apprentice has demonstrated full competence and that all criteria of the standard have been met, the apprentice can progress to the end-point assessment via the apprenticeship gateway, which is a decision point.

Before an apprentice can pass through the gateway (decision point) for end-point assessment, they must, in addition to being competent across the knowledge, skills and behaviours required by the Metrology Technician standard, have achieved Level 2 in English and Mathematics.

An apprentice should not be recommended for end-point assessment until they are ready and remediation support should be in place for those who find it difficult to meet the minimum requirements.

5. Achieving Full Competence

The Metrology Technician apprenticeship standard reflects the needs of employers. Successful completion of the apprenticeship will indicate recognition of competence in the role and enable progression to higher levels of development and professional recognition.

It is recommended that apprentices should build and demonstrate their competence throughout their apprenticeship via a structured programme of study. The end-point assessment confirms the apprentice has met the requirements of the apprenticeship and has the breadth of knowledge, skills and behaviours as set out in the standard. It is recommended that quality assurance, ongoing reviews and formative assessments are built into the programme of learning.

6. Components of the End-point Assessment

The end-point assessment will be made up of three assessment components, which are managed by the Assessment Organisation. These are:

Assessment Component	Skills/Knowledge and/or Behaviour assessed?	Conducted by whom	Grading
Knowledge Test	Knowledge	Assessment Organisation	Fail/Pass/Distinction
Practical Observation	Knowledge, Skills and Behaviours	Assessment Organisation (Independent assessor)	Fail/Pass/Distinction
Professional Review	Knowledge, Skills and Behaviours	Assessment Organisation (Independent assessor)	Fail/Pass/Distinction

The end-point assessment should take place within three months of the employer confirming the apprentice is ready for assessment (via the gateway).

7. Specification of the End-point Assessment Components

7.1 Knowledge Test

Key Facts:

- ✓ 90 minute, multiple-choice test comprising of 50 questions, with four answer choices per question.
- ✓ Externally set and marked by an Assessment Organisation.
- ✓ Taken under controlled conditions usually on screen.
- ✓ Closed book with no supporting documents allowed.
- ✓ Graded as a fail/pass/distinction.

Apprentices will undergo an on-demand test under controlled and invigilated conditions that will synoptically test the knowledge requirements stated within the standard, detailed in annex A. This test will usually be taken online and be automatically marked, unless specific assessment needs have been identified, requiring alternative methods to be used, such as a paper-based test. The knowledge test should take place before the practical observation and professional review.

Questions will have been developed by professionals with current industry specific knowledge and will have undergone a process of testing and verification to ensure they are valid, sufficient, authentic and current.

The definition of controlled conditions will be set out by the Assessment Organisation, which will clearly define and explain the requirements. However, as a minimum, the controlled conditions must include apprentices not having any access to the internet, email or data stored on the hard drive of a computer or portable storage media e.g. memory sticks and must also include apprentices not having access to any unauthorised materials, including web enabled sources of information (iPods and mobile phones) during the knowledge test. The controlled conditions should also include any specific requirements in relation to the assessment environment, such as, lighting, space, privacy and the requirements for an invigilator to follow best practice processes.

To achieve a pass grade the apprentice must answer at least 60% of the questions correctly. To achieve a distinction grade the apprentice must answer at least 85% of the questions correctly.

Assessment Organisations will be expected to set and monitor the quality and performance of their questions and tests.

The Assessment Organisations are responsible for ensuring questions are current and reflect the requirements of 50 multiple-choice questions. Adequate steps must be taken to mitigate risk associated with old and or recurring questions.

Assessment tools must be developed by the Assessment Organisation to support reliable and consistent delivery of knowledge tests, such as question banks, sample multiple choice questions and guidelines on how to carry out on screen multiple choice assessments.

The knowledge test will feature a sample of questions covering a representative sample of the knowledge requirements detailed in annex A.

7.2 Practical Observation

Key Facts:

- ✓ 2.5 hour observation of the apprentice in the workplace or external controlled environment (including a 15 min initial briefing session)
- ✓ Opportunity for the apprentice to demonstrate knowledge, skills and behaviours
- ✓ Undertaken at the apprentice's normal place of work or an assessment centre
- ✓ Graded as a fail/pass/distinction

A practical observation is a synoptic assessment of the apprentice within their workplace or external controlled environment allowing the apprentice to demonstrate the breadth of their knowledge, skills and behaviours. The apprentice will not know in advance the activities they will be assessed upon. They will be briefed during the initial 15-minute session where they should be encouraged to ask questions, and to confirm their understanding of what is required of them during the observation.

The practical observation should reflect a frequent scenario from the apprentice's work activities and will relate to the specific role they are working in. As a minimum, the structure of the practical observation should require apprentices to demonstrate they can work safely whilst planning, performing and recording a measurement output and should include the following tasks:

- Selecting relevant tools, equipment, instrumentation and software
- Preparing the work environment and performing tests and checks on relevant tools, equipment, instrumentation and software
- Planning and performing measurement task/s following specified procedures and methodologies
- Recording and reporting measurement results and data in line with specifications

And will cover all of the requirements detailed in annex A.

In certain circumstances, where the situation demands it, simulation of specific practical work activities will be allowed. These must be agreed in advance with the

employer and the Assessment Organisation Where simulation of practical work activities are allowed the Assessment Organisation must ensure that they are realistic, consistent and comparable with workplace expectations. Apprentices that undertake simulated practical work activities should not be unfairly advantaged or disadvantaged in any way. For example, a simulated practical work activity could include dealing with faults or problems which may not naturally occur during the practical observation assessment e.g. taking action when non-conforming tools, equipment, instrumentation, materials and software programs have been identified.

The practical observation will show how well the apprentice can meet the requirements of the standard. The practical observation will be designed and administered by the Assessment Organisation and will be conducted and assessed by the independent assessor, using a quality assured format.

Assessment tools must be developed by the Assessment Organisation to support reliable and consistent delivery of practical observation assessments, such as, observation checklists, a practical observation structure brief, recording documentation and guidance document/s on how to conduct a robust practical observation.

The date and time of the practical observation should be planned in advance to ensure that the apprentice has sufficient time to prepare. The apprentice should be given at least one weeks notice of the practical observation assessment date. The practical observation should take place before the professional review and, where possible, they both should take place on the same day.

The practical observation will be graded using criteria developed by the Assessment Organisation which will be aligned to the grading profile below:

1. A **pass** candidate is capable of making their own decisions and will be able to demonstrate effective planning methodology, which is logical and shows consideration to health and safety legislation, codes of practice and applying safe working practices. They will be able to get on with the task to the standard and level of detail expected, rectifying mistakes and seeking out additional information and documentation as required. They will be able to interpret information and report findings accurately and succinctly.
2. A **distinction** candidate will in addition, be able to actively seek ways in which plans and activities can be adapted to increase effectiveness of the task. They will utilise opportunities above the minimum required to display their knowledge, skills and behaviours during the course of the task. They are confident in their abilities and bring value by challenging the outcomes and methodology, identifying recommendations based on conclusions.

7.3 Professional Review

Key Facts:

- ✓ Minimum of 30 minutes but up to a maximum of 1 hour structured discussion between the apprentice, and the independent assessor
- ✓ Explores the period of on-programme learning and development
- ✓ Assesses technical knowledge as well as evidence of the apprentice's skills and behaviours
- ✓ Undertaken after the knowledge test and practical observation have taken place
- ✓ Graded as a fail/pass/distinction

The professional review is a structured meeting between the apprentice and the independent assessor which is expected to run for a minimum of 30 minutes but up to a maximum of 1 hour.

The professional review will include questioning on:

- The practical observation, exploring the apprentice's broader knowledge of the principles and processes behind the skills they have demonstrated.
- The knowledge, skills and behaviours in the standard as defined in annex A.

The date and time of the professional review should be planned in advance to ensure that the apprentice has sufficient time to prepare. The apprentice should be given at least one weeks notice of the professional review date. The apprentice can, if they so wish, bring supporting material/evidence to the discussion to assist in the demonstration of their knowledge, skills and behaviours.

The apprentice will be informed of the structure of the professional review, will be provided with general guidelines and any specific requirements prior to the meeting, and will refer to any relevant workplace evidence, which they can provide in advance at the request of the independent assessor.

The professional review will be conducted in a 'controlled environment' i.e. a quiet room. Where the discussion is not face-to-face, independent assessors must ensure adequate controls are in place to maintain fair and accurate assessments, and have robust procedures in place to authenticate the learner's identity.

The independent assessor (see section 8 for roles and responsibilities) will follow the requirements of the Assessment Organisation and record their evidence in a formal report. This report must be made available to the apprentice in a timely fashion.

Assessment tools must be developed by the Assessment Organisation to support reliable and consistent delivery of professional review assessments, such as,

professional review questions, a professional review structure brief and recording documentation and guidance document/s on how to conduct a robust professional review.

The professional review will cover the requirements detailed in annex A.

The professional review will be graded using criteria developed by the Assessment Organisation which will be aligned to the grading profile below:

1. A **pass** candidate will respond to questions in a clear and well-defined manner, demonstrating their knowledge, skills and behaviours. They are able to reflect on their own learning and are able to make suggestions for future goals and objectives. They are able to expand on information and scenarios provided, stating implications and the importance of methodologies and requirements.
2. A **distinction** candidate will in addition, without prompting, be able to critically assess own performance, demonstrating an understanding of their own learning style. During the review they will proactively utilise opportunities to display their wider knowledge, skills and behaviours. They are able to demonstrate an understanding of the bigger picture and are able to enter into scenario discussion, identifying issues and proposing alternative solutions and improvements. They can communicate complex technical information confidently and succinctly.

8. Roles and Responsibilities

Ensuring independence is key to the validity of this assessment plan. Although employers and training providers are involved in the on-programme training and assessment, providing evidence and supporting the end-point assessment procedures, the end-point assessment is managed and administered by the Assessment Organisation.

8.1 Assessment Organisations

Assessment Organisations are responsible for appointing and managing independent assessors and for ensuring that assessments are;

- ✓ Fair
- ✓ Valid
- ✓ Reliable
- ✓ Consistent

Assessment organisations wishing to offer end-point assessment services for this apprenticeship, must:

- Be registered on the Education and Skills Funding Agency Register of Apprentice Assessment Organisations (RoAAO).

- Ensure independent assessors meet the criteria outlined in this plan.
- Deliver the end-point assessment outlined in this plan.
- Be able to demonstrate a detailed understanding of the sector.
- Provide adequate information and documentation to enable apprentices, employers and providers to prepare for the end-point assessment.
- Develop appropriate assessment tools to ensure all apprentices are judged robustly and consistently
- Provide appropriate resources and processes for apprentices, employers and providers, to clarify and/or dispute the outcome of an end-point assessment, including appeals and re-takes.
- Ensure there are no unnecessary barriers or hindrance, cognitive or physical, to an apprentice completing assessments. Assessments and assessment environments must be designed to be assessable to all apprentices and be in line with the Equality Act.

Assessment Organisations must maintain high quality systems and processes, which validate and continuously review an independent assessor's experience, skills and competence. They must also maintain a system that allows individual end-point assessments and an independent assessor's decision, to be externally quality assured and verified by an External Quality Assurance Organisation (see section 9).

Assessment Organisations must have contracts in place with their independent assessors, which clarify what is expected of them in this role. If an independent assessor is not in the direct employment of the Assessment Organisation, then this contract must make it clear that when undertaking end-point assessments, the independent assessor is solely representing the Assessment Organisation. This contract must be recognised by all parties involved in the delivery of the apprenticeship.

The final decision on whether the apprentice has passed, lies solely with the Assessment Organisation.

8.2 The Independent Assessor

Independent assessors are responsible for conducting the end-point assessment of the apprenticeship. Independent assessors are appointed and managed by an Assessment Organisation. An independent assessor must be someone who has nothing to gain from the outcome of the assessment and has had no involvement in the training, on programme assessment or line management of the apprentice. When conducting an end-point assessment, the independent assessor is acting on behalf of the relevant Assessment Organisation, and is subject to the auditing procedures set by them.

Independent assessors will be subject to rigorous quality assurance, and must take part in regular training and standardisation activities specified by the assessment organisation.

The following key principles are mandatory for independent assessors:

8.2.1 Occupational Expertise

Independent assessors must:

- Have in depth knowledge and understanding of the apprenticeship standard, relevant assessment plan and the end-point assessment process.
- Have relevant Metrology expertise and knowledge, at the relevant level of the occupational areas they are assessing, which has been gained through industry experience.

8.2.2 Continuous Professional Development (CPD)

Independent assessors must regularly update their occupational expertise and industry knowledge in the areas being assessed to ensure currency of skills and knowledge. This should be achieved through planned CPD, appropriate to their individual development needs. A record of this should be maintained through an up-to-date CPD log. Examples of CPD could be (but not limited to):

- Current industry experience or work placements.
- External visits.
- Achievement of new or updated training or qualifications.
- Trade fairs and conferences.
- Attendance at development days.

8.2.3 Best Practice in Assessment

Independent assessors should:

- Practice standardised assessment principles as set out by the Assessment Organisation.
- Attend regular standardisation meetings with colleagues.
- Share best practice in assessment through a range of appropriate activities, such as email, meetings, events, workshops and social media.
- Have sufficient resource to carry out the role of independent assessor (e.g. time).

8.3 Employer

The employer will support the apprentice throughout the apprenticeship helping them to reflect on their performance throughout the period of on-programme assessment. They will ensure the apprentice prepares and collates the necessary evidence to demonstrate competence against the requirements of the apprenticeship. They will ensure the apprentice is prepared for the end-point assessment and will formally confirm to the Assessment Organisation that the apprentice is ready to pass through the gateway. The employer is also responsible for scheduling, facilitating and supporting the end-point assessment and ensuring any specific requirements for the end point assessment have been agreed with the

Assessment Organisation, as appropriate e.g. facilities, resources, security, confidentiality etc.

8.4 Training Provider

The training provider develops on-programme training programmes that meet and deliver the knowledge, skills and behaviour requirements as defined by the standard. They review the apprentice's development and provide feedback to the apprentice and employer throughout the training, as appropriate.

9. Quality Assurance

9.1 Consistency

Independent end-point assessment is a culmination of a learning and development journey resulting in external independent confirmation of an apprentice meeting the industry defined standard. As such the process and procedure for carrying out an end-point assessment must be quality assured to ensure consistent, reliable and valid judgments.

9.2 Internal Quality Assurance

Internal quality assurance is carried out by, or on behalf of an approved Assessment Organisation and involves ensuring that individual end-point assessments are undertaken correctly and consistently including the marking, standardisation and reporting of the outcomes of the end-point assessment. It must:

- Ensure there are robust processes in place to deliver end-point assessments to the required standard and that they are appropriate for the sector.
- Train all independent assessors to ensure they assess consistently against the requirements of the standard, including the opportunity to attend standardisation workshops annually.
- Apply robust internal quality assurance and verification processes to the end-point assessments.

Internal quality assurance must be completed by an appropriately qualified person, and that person must not have been involved in any aspect of the delivery or end-point assessments of the apprenticeships they are quality assuring.

9.3 External Quality Assurance

The Institute for Apprenticeships (IfA) will conduct the external quality assurance for the Metrology Technician apprenticeship.

10. Implementation

10.1 Affordability

The cost and practicalities of the assessment have been key considerations in the development of the assessment plan due to the range of businesses likely to deliver this apprenticeship. Both large and small employers alike must manage the apprenticeship process and the assessment needs to be affordable for employers with small numbers of apprentices.

It is anticipated that the cost of the end-point assessment will be no more than 20% of the total funding available for the Metrology Technician standard. This figure has been arrived at by estimating the cost of delivering each assessment method and other costs associated with delivering the end point assessment, such as, internal quality assurance, standardisation, external quality assurance, administration, and apprenticeship certification costs.

10.2 Accessibility and Manageability

The practicalities and accessibility of the end point assessments have been considered during the development of this assessment plan to ensure that the assessments are equally accessible to large and small employers across a range of sectors and to all apprentices. Assessment organisations must ensure there are no unnecessary barriers or hindrance, cognitive or physical, to an apprentice completing assessments. Assessments and assessment environments must be designed to be accessible to all apprentices and be in line with the Equality Act.

Assessment Organisations must work with employers to manage end-point assessments in a way that minimises the impact on the employers' business activity.

The end point assessment must be completed within a three month period and therefore must be offered by the Assessment Organisation at least four times a year (on a quarterly basis). This will give employers and apprentices access to end point assessments on a regular basis and allow adequate time for preparation. This will also give Assessment Organisations adequate time to plan assessments to ensure they are manageable, feasible and cost efficient.

We anticipate approximately 100 starts on this apprenticeship in the first 12-18 months, and expect demand for this apprenticeship to grow in future years.

10.3 Professional Body Recognition

This apprenticeship meets the requirements of Registered Engineering Technician (EngTech) and Registered Science Technician (RSciTech). The apprentice will be eligible for registration of EngTech and/or RSciTech on completion of this apprenticeship.

11. Grading

There are two grades available upon successful completion of the end-point assessment. These are: 'pass', which represents full occupational competence as a Metrology Technician and 'distinction' which represents an exemplary level of competence.

In order to achieve a 'distinction' grade, the apprentice must successfully achieve a distinction in **all three** components of the end-point assessment. In order to achieve a 'pass' grade, the apprentice must successfully achieve a pass in all three components of the end point assessment. If an apprentice achieves a combination of pass and distinction, overall they will have achieved a pass.

12. Final Judgement

The final judgement about whether the apprentice has achieved a pass or distinction will be made by the Assessment Organisation taking into account recommendations by the independent assessor.

Annex A

End-point Assessment Requirements

The following table provides an overview of the requirements detailed within the Metrology Technician standard and where they are covered by each end-point assessment component.

Knowledge Requirement – the understanding of:	Covered by
<p>1. The principles of metrology and their application within industry, law, business, science and society, including; measurement units, capability, traceability and uncertainty.</p>	<p>Knowledge Test Professional Discussion</p>
<p>2. Safe working practices and legislation, regulation, industry and organisational policies, procedures and requirements relating to health and safety.</p> <p>Additional information:</p> <p>Legislation includes:</p> <ul style="list-style-type: none"> • The Health and Safety at Work Act 1974 <p>Health and safety for metrology includes:</p> <ul style="list-style-type: none"> • Personal Protective Equipment • Manual Handling • Hazards such as working with electricity/high voltage current, working with lasers, working with high temperature instrumentation • Control of Substances Hazardous to Health (COSHH). 	<p>Knowledge Test Professional Discussion</p>
<p>3. The commercial environment in which the organisation operates, the national and international regulations and standards, industry and organisational procedures and requirements relating to metrology codes of conduct and the importance of their application.</p> <p>Additional information:</p> <p>National and International regulations and standards includes International Organization for Standardization (ISO) standards, such as, ISO 9001 Quality Management Systems and ISO 17025 General requirements for the competence of Testing and Calibration Laboratories.</p>	<p>Knowledge Test Professional Discussion</p>
<p>4. Quality requirements, assurance, verification, inspection, accreditation, audit systems and processes, why these are important and their role in Metrology.</p>	<p>Knowledge Test Professional Discussion</p>
<p>5. The measuring environment, the potential sources of uncertainty, the impact on data collection, analysis, interpretation and results.</p>	<p>Knowledge Test Professional Discussion</p>
<p>6. The appropriate mathematical techniques including; statistics, process control methodologies, measurement systems analysis,</p>	<p>Knowledge Test Professional Discussion</p>

data analysis, trend analysis, algebraic expressions, formulae and calculations required to perform measurement tasks.	
Skill Requirement – the ability to:	Covered by
1. Identify measurement needs and make informed decisions about the measurement process and timescales required, including selection of; tools, equipment, instrumentation and software programs.	Practical Observation Professional Discussion
2. Access and interpret information and documentation to support the measurement process including; data, manuals, specifications, catalogues, calibration certificates and computer-generated information.	Practical Observation
3. Prepare the work environment and perform tests and checks on measurement tools, equipment, instrumentation and software programs and determine suitability for use.	Practical Observation
4. Take action when non-conforming tools, equipment, instrumentation, materials and software programs have been identified.	Practical Observation Professional Discussion
5. Plan and perform measurement tasks to ensure verifiable results, using measurement tools, equipment, instrumentation and software programs, following specified procedures and methodologies.	Practical Observation Professional Discussion
6. Retrieve, analyse, interpret, validate and record measurement results and data in line with specifications.	Practical Observation Professional Discussion
7. Contribute to the production of records, reports and other measurement documentation.	Practical Observation
8. Communicate relevant and specific information through various channels to meet customer requirements.	Practical Observation Professional Discussion
9. Comply with statutory regulations, national and international standards, industry and organisational procedures and requirements relating to codes of conduct when carrying out measurement tasks. Additional information: National and International regulations and standards include International Organization for Standardization (ISO) standards, such as, ISO 9001 Quality Management Systems and ISO 17025 General requirements for the competence of Testing and Calibration Laboratories.	Practical Observation Professional Discussion
10. Comply with relevant Health and Safety legislation, regulation, standards, industry and organisational policies and procedures and requirements relating to safe working practices. Additional information:	Practical Observation Professional Discussion

<p>Legislation includes:</p> <ul style="list-style-type: none"> The Health and Safety at Work Act 1974 <p>Health and safety for metrology includes:</p> <ul style="list-style-type: none"> Personal Protective Equipment Manual Handling Hazards, such as, working with electricity/high voltage current, working with lasers, working with high temperature instrumentation Control of Substances Hazardous to Health (COSHH). 	
11. Comply with policies and procedures relating to the preparation, storage, standards, control and handling of samples, tools, equipment, instrumentation and software programs.	Practical Observation Professional Discussion
Behaviour Requirement	Covered by
1. Focus on quality and maintain concentration with a high level of attention to detail and accuracy.	Practical Observation Professional Discussion
2. Take an analytical approach to solving problems through systematic monitoring and checking of information to meet industry standards.	Professional Discussion
3. Be self-motivated and inquisitive, being confident to speak up and challenge when appropriate.	Practical Observation Professional Discussion
4. Be committed to learning and continuous improvement.	Professional Discussion
5. Work with and respect others by working flexibly and collaboratively, maintaining effective professional relationships with clear organisational and personal benefits and showing commitment to equality and diversity.	Professional Discussion
6. Act professionally, ethically and conscientiously by adhering to relevant legislation, regulation, standards, organisational procedures and demonstrate accountability and reliability.	Practical Observation Professional Discussion
7. Plan and manage time effectively and prioritise workloads to meet deadlines and customer requirements.	Practical Observation Professional Discussion
8. Be commercially aware and recognise the relevance of efficiency and the need for change to processes and procedures to meet business and customer requirements.	Professional Discussion

Annex B

ON-PROGRAMME LEARNING AND OFF THE JOB TRAINING - GUIDANCE

On-Programme Learning

On-programme learning is the period of learning, development and continuous assessment, which takes place throughout the duration of the apprenticeship. This **should** be detailed in a delivery plan and facilitated by the employer who, in most cases, will be supported by their chosen education or training provider.

Apprentices are recommended to maintain evidence of their work, over the on-programme learning stage.

It is recommended that employers carry out regular progress reviews to allow apprentices to reflect on their progress to date, highlight areas of strength and target areas for improvement. The employer will decide when apprentices are ready to pass from learning and on-programme assessment into the end-point assessment phase. This decision point is referred to as the gateway.

The pace of on-programme learning will be driven by an individuals' learning journey taking into account any prior experience as well as by the breadth of experience an employer can provide during a particular period.

Where employers choose to use them, providers should work closely with the employer to plan and deliver support and training appropriately. This approach focuses the relationship on those things that add value to the employer as it centres on real work competencies demonstrated in a real work environment. This should include:

- Employers using their normal performance management processes to monitor the progress of the apprentice providing feedback and guiding development
- Employers and if relevant, an education or training provider, provide support by ensuring the requirements of the apprenticeship standard are reflected in these processes, and by filling any gaps through their work with the apprentices
- Employers and if relevant, an education or training provider, carrying out joint reviews of progress at regular intervals, involving apprentices, line managers and others with a direct relationship, e.g. mentors, workplace coaches, etc. to agree and resolve any issues
- Apprentices developing and maintaining examples of their work throughout their apprenticeship e.g. through a portfolio. This should cover the full requirements of the standard.

Off-the-job Training

In conjunction with on-programme learning, off-the-job training will deliver underpinning knowledge. This will constitute a minimum of 20% of the overall apprenticeship. This will be genuine training away from their day-to-day job, but this does not necessarily need to take place away from the employers' premises.