

L5 OPERATIONS MANAGER APPRENTICESHIP HANDBOOK

An overview and guide for Apprentices
and Employers
September 2024 | v1.4

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INTRODUCTION

Occupational Profile

Welcome to the CMI Qualification Specification document for the [L5 Operations Manager](#) Occupational Standard. This document has been developed to help you, as a potential apprentice or employer of an apprentice, to choose your endpoint assessment organisation and/or to answer any questions you may have regarding undertaking an apprenticeship.

This occupation is found in small, medium, large, and multinational organisations in private, public and third sectors across all areas of the economy.

Operations managers undertake leadership and management duties with teams and senior managers where there is a requirement to ensure that teams carry out their role to meet organisational goals. They are a key component of all types of business model where there is an operational area or department with a workforce to lead, manage and support.

The broad purpose of the occupation is a leadership role, with operational and project responsibilities. An operations manager will have responsibility for managing individuals or a team. They provide direction, instructions, and guidance to ensure the achievement of set goals.

Typical job titles include: Area manager, Department manager, General manager, Operations manager, Regional manager, Specialist managers

Qualification Details

IfATE Occupational Standard	Apprenticeship Qualification Title	Ofqual Qualification Reference Number
ST Code: ST0385	CMI Level 5 Operations Manager	610/0208/2
Date Approved For Delivery: 1st June 2016 Latest version: v1.4 25th September 2024 Typical duration to Gateway (excluding EPA period): 24 months (minimum on-programme duration is 12 months and does not include the EPA period) Maximum funding: £9000		

The qualification reference number is the number allocated to CMI by Ofqual, as the regulator of qualifications, examinations and assessments in England, on approval of our recognition to undertake endpoint assessments for this occupational standard.

WHAT TO EXPECT

The Apprenticeship Journey

Your end to end apprenticeship journey is likely to be split into the following 5 stages:

Choosing Your Programme and Training Provider	See the UCAS Apprenticeship page or the Gov.uk Find An Apprenticeship page for more information and/or to find possible apprenticeship opportunities within your area. Apprentices need to be currently working in the role of a professional manager (see notes above regarding the occupational standard). Apprentices need to live and/or work in England to be eligible for their employer to utilise their levy funding.
Completing The On-Programme Assignments, Modules, and Activities	This is when apprentices develop the knowledge, skills, and behaviours (KSBs) of the occupational standard, as well as their English and mathematics level 2, if required. Towards the end of their on-programme activities, apprentices will need to have completed their portfolio of evidence and have undertaken a work-based project. The typical duration for this stage of the journey is 24 months.
Passing Through Gateway	Gateway is the point of the journey where apprentices move from learning to demonstrating the knowledge, skills, and behaviours (KSBs) within the occupational standard. Before an apprentice is able to undertake their end point assessment (EPA), their employer must confirm that the apprentice is working at or above the level of the occupational standard and their training provider has to confirm that the apprentice has a level 2 qualification for English and mathematics. At Gateway, apprentices must submit: • Evidence of achievement of English and mathematics in line with the apprenticeship funding rules • Have completed an on-programme project, which will form the basis of the written project report in the EPA • Submit a portfolio of evidence for the professional discussion
Undertaking Your End Point Assessment (EPA)	End Point Assessment (EPA) is the final stage of the actual apprenticeship journey and is where the apprentice will be tested by an independent apprenticeship assessor to determine whether they are able to demonstrate the knowledge, skills, and behaviours within the occupational standard. - Assessment Method 1: Written project report with presentation and questions - Assessment Method 2: Professional discussion underpinned by a portfolio of evidence The EPA should be completed within an EPA period lasting typically 5 months. The apprentice must complete their training and meet the gateway requirements before starting their EPA.

**Your Options after
EPA**

Ongoing personal and professional development is an essential skill and/or requirement of every manager and leader.

CMI, as a professional body, is committed to turning accidental managers into conscious leaders and supports its members in their ongoing continued professional development. CMI is the only chartered body that can award Chartered Manager and its Management Diagnostics provides a valuable self-assessment tool that enables its members to understand what good looks like and know how to develop the skills employers need now and in the future.

Other technical education options following end point assessment include completing another apprenticeship (either in management and leadership or your industry specialism), or considering a specialism higher technical qualification.

END POINT ASSESSMENT

What is an endpoint assessment and why is it needed?

End point assessment is the terminology used by IfATE to describe the period post-Gateway and put simply is what the apprentice needs to do at the end of their apprenticeship programme. Its aim is to test the apprentice's competence in the knowledge, skills and behaviours (KSBs) within the [L5 Operations Manager](#).

End point assessment usually requires the apprentice to complete a number of different activities, called assessment methods, and is carried out by an End Point Assessment Organisation, such as CMI, who are independent to the Training Provider and Employer.

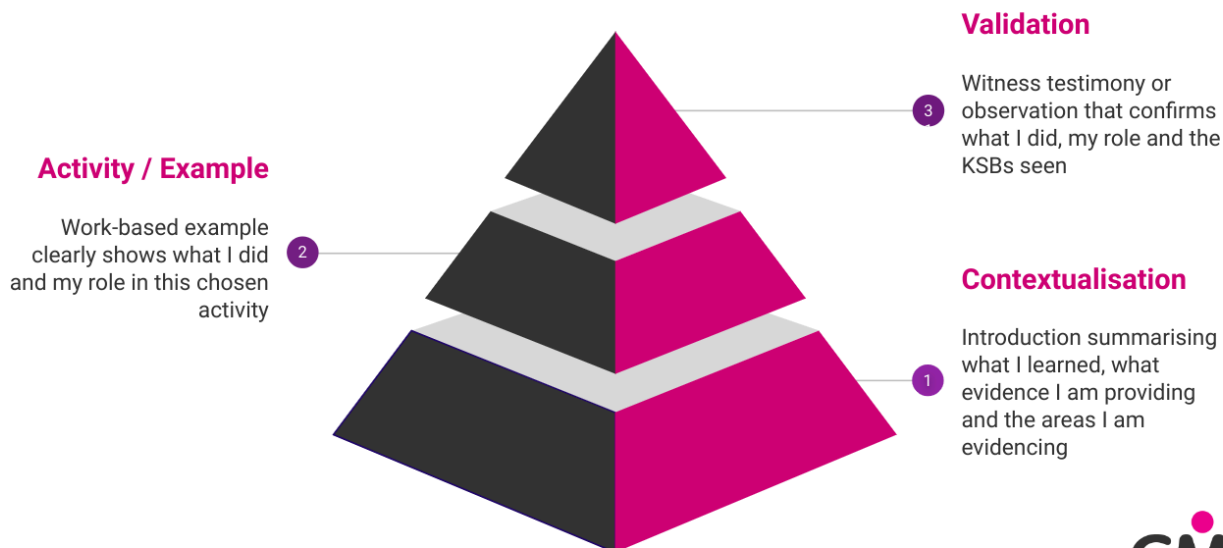
Things you need to know about creating a portfolio of evidence

Whilst it is not assessed, the portfolio of evidence is used to underpin the professional discussion assessment. Apprentices are required to complete their portfolio of evidence whilst on-programme which is submitted as part of the Gateway requirements.

Please see below some useful hints and tips on gathering evidence for an end point assessment portfolio



The portfolio of evidence needs to cover all of the relevant KSBs. The image below explains the importance of triangulating evidence used within a portfolio of evidence:



This is why CMI recommends that as an apprentice you:

- Take a qualitative, as opposed to a quantitative, approach when gathering evidence for your portfolio. Each piece of evidence needs to focus on your role and activities as a manager or leader, and will typically cover multiple KSBs.
- Showcase your 'best' work, including any key achievements whilst on-programme, and/or from within your day to day activities.
- Include a separate evidence locator document within your portfolio that clearly identifies which KSBs each piece of evidence is mapped to. **(NOTE: CMI has a template that they share with Training Providers, for apprentices to use as part of their prompting notes within the live assessment activity and to ensure all of the KSBs have been evidenced.)**

Things you need to know about Assessment Method 1 - Written project report with presentation and questions

The apprentice is required:

1. To have identified a suitable project that is a significant and defined piece of work that has a real business application and benefit. The project must meet the needs of the employer's business and be relevant to the apprentice's occupation and apprenticeship.
2. To complete a written project report which must have a word count of 4000 words. A tolerance of 10% above or below is allowed at the apprentice's discretion. The apprentice must complete and submit the written project report and any presentation materials to the EPAO by the end of week 12 of the EPA period.

At the live assessment, the presentation with questions must last 60 minutes. This will typically include a presentation of 20 minutes and questioning lasting 40 minutes. During the question and answer session, the apprentice will be asked a **minimum of 6 questions**, on these themes: Project scope and planning, Project implementation, Evaluation and recommendations.

Things you need to know about Assessment Method 2 - Professional Discussion, Underpinned by a Portfolio of Evidence

In the professional discussion, an independent assessor and apprentice have a formal two-way conversation. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method. The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence.

The apprentice must have access to their portfolio of evidence during the professional discussion. The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence however,

the portfolio of evidence is not directly assessed. The professional discussion must last for 60 minutes. The independent assessor can increase the time of the professional discussion by up to 10%. This time is to allow the apprentice to respond to a question if necessary. The independent assessor must ask at least 6 questions on these themes: Managing and leading a team, Organisational governance, Operational planning, Stakeholder relationships. Follow-up questions are allowed where clarification is required.

How are the results calculated?

The Apprentice is required to successfully complete and pass BOTH assessment methods and their overall grade is based on the following criteria:

- **To achieve a pass overall, the apprentice must achieve at least a pass in BOTH assessment methods and have met all of the pass descriptors.**
- **To achieve a distinction overall, the apprentice must achieve a distinction in BOTH assessment methods and have met all of the pass and all of the distinction descriptors.**

The overall grading result will normally be communicated to the Training Provider within 15 working days of the Apprentice's live assessment.

If the apprentice has not met all of the pass descriptors in either of the assessment methods they will initially be recorded as **REFERRED** and will be offered the opportunity to take a re-sit or a re-take.

Please note that:

- All referral results are communicated to the Employer, Apprentice, and Training Provider.
- Apprentices will be required to resit or retake only the assessment method(s) they have been referred on.
- If the apprentice fails the written project report assessment method, they will be required to amend the written project report in line with the independent assessor's feedback. The apprentice will have to rework and submit the amended written project report within an agreed timescale.
- Resits and retakes are capped at an overall grade of PASS, unless CMI as the EPAO determines there are exceptional circumstances requiring the resit or retake.

FURTHER INFORMATION

All policies relating to:

- Resits and Retakes
- Appeals
- Reasonable Adjustment Requests
- Recognition of Prior Learning (RPL)

Can be found on the CMI Policy page on our website [here](#)

APPENDIX 1 - Glossary of Key Terms

Glossary of Key Words / Phrases Used Within Apprenticeships	Definition and/or Explanation
Assessment Component	The different activities that an apprentice has to complete for each assessment method. Typically these components are assessed holistically to determine one overall grading decision.
Assessment Method	The actual assessment activities that an apprentice needs to complete and pass as part of their endpoint assessment.
Assessment Plan	The document that is published by IfATE (under Crown Copyright) that sets out what needs to be done when testing the competence of an apprentice for that particular standard.
Distinct	Recognisably different in nature from something else of a similar type. This phrase is often used to describe either the type of evidence that has been submitted within a portfolio, and/or the different assessment methods.
End Point Assessment (EPA)	Rigorous robust and independent assessment of an apprentice at the end of training to test that the apprentice can perform in the occupation they have been trained in and can demonstrate the knowledge, skills and behaviours (KSBs) set out in the occupational standard
End-point assessment organisation (EPAO)	An organisation approved to deliver end point assessment for a particular apprenticeship standard; EPAOs must be on the register of end point assessment organisations
Education and Skills Funding Agency (ESFA)	The Education and Skills Funding Agency is an executive agency of the government of the United Kingdom, sponsored by the Department for Education.
Gateway	The stage of the apprenticeship where it is agreed by the Employer, Training Provider and Apprentice that the Apprentice has the knowledge, skills and behaviours required in the Apprenticeship Standard and can prove this at EPA
Grading Decision	This is the final overall grade for an endpoint assessment. IAAs are required to check the overall grade within the assessment sheet before uploading it to CMIAssess ready for Internal Quality Assurance/release of results.
Holistic (or Synoptic) Assessment	Terminology used to identify an assessment method or assessment activity which has a number of components that are assessed as one overall decision.
CMI Independent Assessor (IAA)	Terminology used by CMI. The assessor independent from the on-programme delivery of the Apprenticeship who assesses the competence of the apprentice during the end point assessment activities set out in the published Assessment Plan
Interview	IfATE assessment method - usually requires a number of competency based questions to be asked.
Institute for Apprenticeships and Technical Education (IfATE)	IfATE (sometimes referred to as 'The Institute') works with employers to develop, approve, review and revise apprenticeships and technical qualifications within England.
Knowledge, skills and behaviours (KSBs)	What is needed to competently undertake the duties required for an occupational Standard Knowledge: What the apprentice needs to know and/or understand to complete their apprenticeship successfully. The information, technical detail,

	and 'know-how' that someone needs to have and understand to successfully carry out the duties. Some knowledge will be occupation-specific, whereas some may be more generic. Skills: What an apprentice needs to be able to do. The practical application of knowledge needed to successfully undertake the duties. They are learnt through training or experience. Behaviours: Apprentices need to demonstrate how they have developed and exhibited the behaviours within the occupational standard within the workplace. Whilst they may be innate or intrinsic they can also be learned so are sometimes considered to be an additional subset of skills.
Live Assessment Activity (LAD)	The point at which the live assessment methods are carried out in front of an Independent Apprenticeship Assessor, such as the presentation and professional discussion.
Occupational (Apprenticeship) Standard	Written and developed by the relevant employer trailblazer group(s) and include the specific Knowledge, Skills and Behaviours (KSBs) needed for specific occupations. The document acts as the basis for apprenticeship standards and T-levels, and aims to put employers in the driving seat for ensuring apprentices are learning skills that are relevant to the workplace.
Occupational Profile	This is an overview of the occupation and describes the sector or industries the occupation is typically found in; the broad purpose of the occupation; and what an employee in the occupation would typically do. The newer standards also include the key duties expected of an apprentice by the time they complete their programme, as well as the occupational profile, expected duration, and grading boundary.
Portfolio of Evidence	Is a collection of pieces of evidence, gathered together on-programme, that is used as the underpinning basis of an end-point assessment method.
On-programme activities	Activities carried out during the time of the apprenticeship supported by the training provider and employer through training and resources
Presentation	IfATE assessment method - presented as part of the live assessment. Typically the presentation is on a set topic or based on a project/activity.
Professional Discussion	IfATE assessment method - a two-way discussion between the independent assessor and the apprentice to assess the apprentice's in-depth understanding of their work. It differs from an interview and/or Q&A session as they tend to require the assessor asking questions and the apprentice answering them so there is less scope for interaction and discussion. Apprentices are expected to actively listen and participate in the formal conversation, and use this assessment method as an opportunity to confirm their competency across the relevant KSBs.
Question & Answer Session	IfATE assessment method - typically used following a presentation to confirm the assessors understanding of certain KSBs and/or to stretch to a distinction.
Referral/Referred	CMI terminology used to indicate that an apprentice has not met all of the KSBs within an assessment method. CMI will need to advise if the referral requires a resit or retake.
Resit	IfATE terminology used to indicate that an apprentice did not meet all of the KSBs for a particular assessment method or KSB group. Typically a resit will not require the apprentice to undertake further learning so can be completed within a few weeks of the referral notification.
Result	Final grading decision after it has been through our internal quality assurance

	process. This result is advised to the TP and Apprentice plus sent to ESFA/Ofqual as part of our reporting requirements.
Retake	If ATE terminology used to indicate that an apprentice did not meet a number of the KSBs within an assessment method. Typically a retake requires the apprentice to undertake further learning before undertaking their endpoint assessment again.

APPENDIX 2 - KSBs by Assessment Method

Mapping of knowledge, skills and behaviours (KSBs) for **Assessment Method 1 - Written project report with presentation and questions**

Knowledge	
K1	Presentation skills and methods.
K5	IT and software tools used to support the current and future needs of the organisation, including advances in technology.
K6	Methods for researching, analysing, interpreting and evaluating data to inform judgements and enable decision making.
K7	Financial management techniques and implications of decisions for budgets.
K8	How to identify and manage organisational improvement opportunities.
K9	Project management tools and techniques.
K10	Methods used to identify, manage and prioritise stakeholder relationships.
K11	The current and future needs of the sector and the impact on their organisation.
K12	Problem solving and decision-making techniques.
K13	Influencing and negotiation models and techniques.
K15	Communication techniques and approaches.
K17	Change management concepts and methods for implementing change within the organisation.
Skills	
S1	Communicate and present information to stakeholders using different types of media.
S2	Identify problems and provide solutions.
S5	Manage and influence project activity to deliver within budget and resource requirements.
S8	Use digital tools to analyse information and monitor performance and budgets to drive the implementation and delivery of plans and projects.
S9	Research, interpret and analyse information to inform the implementation of business plans or projects.
S10	Evaluate the impact of outcomes from organisational plans or projects to drive the decision-making process.
S12	Manage continuous improvement and change for their team and organisation.
S15	Identify and respond to external factors that may influence the future landscape and evaluate their impact on the organisation.
S16	Influence and negotiate with stakeholders to shape and agree goals and outcomes.
Behaviours	
B3	Takes accountability and ownership of their own and the team's tasks and workload.

B5	Works flexibly and adapts to circumstances.
B6	Works collaboratively with others across the organisation and stakeholders.

Mapping of knowledge, skills and behaviours (KSBs) for **Assessment Method 2 - Professional discussion underpinned by a portfolio of evidence**

Knowledge	
K2	Relevant regulation and legislation requirements, and their impact on their team, the individual, their role and the organisation.
K3	Legislation and organisational policies relating to equity, diversity and inclusion in the workplace and their impact on the organisation and stakeholders.
K4	Approaches to people management, for example recruitment, performance management, reward, and talent management and resource planning.
K14	Conflict resolution and mediation processes.
K16	Ethics and values-based leadership theories and principles, for example employee wellbeing.
K18	Leadership and management tools and techniques.
K19	The sector in which the organisation operates and its impact on their role.
K20	The continuous development requirements and learning needs of their team.
K21	Business continuity principles, including risk assessment, contingency planning and disaster recovery.
K22	Organisational policies and procedures, for example health and safety.
K23	Responsible organisation policies and practices covering social, environmental, and economic factors, including sustainability.
K24	Coaching and mentoring techniques.
K25	The strategic direction of the organisation and the impact on operational plans.
Skills	
S3	Manage and set goals and accountabilities for individuals and teams.
S4	Analyse performance data for individuals and teams to identify areas for improvement.
S6	Lead and influence the team and individuals to support an inclusive culture of equity, diversity, and the promotion of well-being.
S7	Motivate team members and individuals through collaborative activities, for example one-to-one coaching and team meetings, to achieve organisational goals.
S11	Interpret and implement the practical application of regulation, legislation and organisational policies for stakeholders.
S13	Analyse and prioritise organisation activities in response to the operating environment.
S14	Implement business continuity plans, including risk assessment, contingency planning and disaster recovery, to ensure the uninterrupted operation of critical functions.

S17	Manage relationships across multiple and diverse stakeholders.
S18	Deliver sustainable services and solutions which allow the organisation to respond to changes in social, economic and environmental factors.
S19	Manage and facilitate learning and continuous professional development for their team.
S20	Coach and mentor individuals within their team.
S21	Develop and implement operational plans that align with the strategic direction of the organisation.
Behaviours	
B1	Acts professionally, ethically and with integrity.
B2	Supports an inclusive culture, treating colleagues and stakeholders fairly and with respect.
B4	Seeks learning opportunities and continuous professional development for self and the wider team.

APPENDIX 3 - Grading Descriptors

The following grading descriptor groups and relevant KSBs are for **Assessment Method 1 (Written project report with presentation and questions)**:

Fail: Does not meet the pass criteria

KSB Group	Pass Descriptors The apprentice must demonstrate all of the pass descriptors below	Distinction Descriptors The apprentice must demonstrate all of the distinction descriptors below
Project scope and planning K6 K8 K10 K11 K17 S2 S15 S16	Explains how they identify problems and use methods for researching, analysing interpreting, and evaluating data to inform judgements and provide solutions. (K6, S2) Explains how they manage and prioritise stakeholder relationships and influence and negotiate with stakeholders to shape and agree goals and outcomes when identifying and managing organisational improvement opportunities. (K8, K10, S16) Describes the change management concepts and the methods they use to implement change within their organisation in line with the project brief. (K17) Explains how they identify the current and future needs of the sector and respond to any external factors that may influence the future landscape and evaluates their impact on the organisation. (K11, S15)	Evaluates the impact of their approach to influencing and negotiating with stakeholders to shape and agree goals and outcomes when identifying and managing organisational improvement opportunities. (K8, S16) Critically analyses the current and future needs of the organisation. (K11)
Project implementation K5 K7 K9 K12 K13 S5 S8 S9 S12 B3 B5 B6	Explains how they use IT and software tools to support the needs of the organisation, including advances in technology, and use digital tools to analyse information and monitor performance and budgets to drive the implementation and delivery of plans and projects (K5, S8) Explains how they apply project and financial management tools and techniques to manage and deliver projects within budget and resource requirements, taking accountability and ownership of their own and the team's tasks and workload. (K7, K9, S5, B3) Outlines the problem solving, decision making, influencing, and negotiating models and techniques they used in the project. (K12, K13) Explains how they work collaboratively with others to	Evaluates their approach to managing continuous improvement and change within the project. (S12) Evaluates the impact of the project and financial management techniques they have used to deliver projects within resource requirements, suggesting improvements to facilitate the success of future projects. (K7, K9, S5)

	research, interpret, and analyse information which informs the implementation of business plans or projects. (S9, B6) Explains how they work flexibly and adapt to change when managing continuous improvement and change for their team and organisation. (S12, B5)	
Evaluation and recommendations K1 K15 S1 S10	Selects and applies different communication techniques and methods to present information to stakeholders. (K1, K15, S1) Evaluates the impact of outcomes from organisational plans or projects to drive the decision-making process. (S10)	None

The following grading descriptors and relevant KSBs are for **Assessment Method 1 (Written Project Report, Presentation, and Questioning)**:

Fail: Does not meet the pass criteria

KSB Group	Pass Descriptors The apprentice must demonstrate all of the pass descriptors below	Distinction Descriptors The apprentice must demonstrate all of the distinction descriptors below
Managing and leading a team K4 K14 K16 K18 K20 K24 S3 S4 S7 S19 S20 B1 B4	Analyses performance data for individuals and teams to identify areas for improvement, continuous development requirements and learning needs. (K20, S4) Proactively seeks, manages, and facilitates learning opportunities and continuous professional development for themselves and their wider team. (S19, B4) Evaluates how their use of leadership and management tools and techniques helps them to lead and manage a team ethically, set goals and accountabilities, and mediate and resolve any conflicts. (K14, K16, K18, S3, B1) Outlines the people management techniques and collaborative activities they use to coach, mentor, and motivate individuals in their team to achieve organisational goals. (K4, K24, S7, S20)	Critically evaluates their people management approach to motivating team members and individuals. (K4, S7) Evaluates the impact coaching and mentoring techniques have on individuals in their team. (K24, S20)
Organisational governance K2 K3 K22 S6 S11	Applies organisational policies and procedures, and relevant regulatory and legislative requirements while considering their impact on the team, the individual, their role, and the organisation, and interprets and communicates the practical implications of these for stakeholders. (K2, K22, S11) Proactively applies organisational policies and legislative guidelines to lead and influence the team and individuals to support an inclusive culture of equity, diversity, and the promotion of well-being. (K3, S6)	Evaluates their approach to supporting, delivering, and promoting equity, diversity, inclusion, and wellbeing in terms of impact on the workplace. (K3, S6)
Operational planning K19 K21 K23	Analyses and prioritises organisational activities in response to the operating environment and the impact this has on their role. (K19, S13) Justifies the business continuity principles they apply to	Evaluates the extent to which business continuity principles they apply have ensured the uninterrupted operation of

K25 S13 S14 S18 S21	ensure the uninterrupted operation of critical functions. (K21, S14) Explains how organisation policies and practices were followed to deliver sustainable services and solutions which enable the organisation to respond to changes in social, economic, and environmental factors. (K23, S18) Evaluates the degree to which operational plans they have developed and implemented align with the strategic direction of the organisation. (K25, S21)	critical functions. (K21, S14) Evaluates the extent to which organisation policies and practices followed to deliver sustainable services and solutions enabled the organisation to respond to changes in social, economic, and environmental factors. (K23, S18)
Stakeholder relationships S17 B2	Explains how they manage relationships across multiple and diverse stakeholders, ensuring they are treated fairly, inclusively and with respect. (S17, B2)	Evaluates the impact of their approach to managing stakeholder relationships and recommends improvements. (S17, B2)

APPENDIX 4 - CMI Command Verbs

Below is a list of the CMI command verbs that apprentices may find useful and/or want to use to ensure they are fully meeting the relevant assessment criteria of the [L5 Operations Manager standard](#).

Command Verb	Definition
Analyse	Break the subject or complex situation(s) into separate parts and examine each part in detail; identify the main issues and show how the main ideas are related to practice and why they are important. Reference to current research or theory may support the analysis.
Assess	Provide a reasoned judgement or rationale of the standard, quality, value or importance of something, informed by relevant facts/rationale.
Consider	Take (something) into account (i.e. different ideas, perspectives, theories, evidence) when making a judgement
Create	Originate or produce a solution to a problem.
Define	Show or state clearly and accurately.
Develop	Elaborate, expand or progress an idea from a starting point, building upon given information.
Evaluate	Consider the strengths and weaknesses, arguments for and against and/or similarities and differences. The writer should then judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Apply current research or theories to support the evaluation when applicable.
Examine	Inspect (something) thoroughly in order to determine its nature or condition.
Explain	Make something clear to someone by describing or revealing relevant information in more detail.
Explore	Go through the topic/issue thoroughly looking at all areas that affect the topic/issue.
Formulate	To devise or develop an idea or concept in a concise and systematic way.
Identify	Ascertain the origin, nature or definitive characteristics of something.
Outline	A general description/broad account/summary of something showing essential features/outline the case briefly but not the detail.
Recommend	Put forward proposals, an alternative or suggestion(s) supported by a clear rationale appropriate to the situation/context.
Reflect	Consciously contemplate, appraise or give balanced consideration to an action or issue.
Review	To examine, survey, reconsider a subject, theory or item.
Specify	Identify or state a fact or requirement clearly and precisely in detail.
Use	The action of using something for a particular purpose.

APPENDIX 5 - Version History

Version	Reason for change	Date amended
1.0	Document development and approval	19/09/24
1.1	IfATE revised version number from v1.3 to v1.4	25/09/24