

Level 7

SYSTEMS THINKING PRACTITIONER



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PROGRAMME OVERVIEW

Systems thinking approaches have been developed specifically to address the sorts of problems of complexity and uncertainty which affect many organisations today, whether that is building collaborations between organisations, integrating health and social care, or addressing societal and sectoral problems.

It's a broad field that offers a range of approaches to suit different types of issue in different contexts. Systems thinking practitioners support decision-makers in strategic and leadership roles to address complex problems. They deliver expert problem-solving and solutions whether that's within a single organisation, or in a multi-layer and multi-organisational context.

They help teams, organisations and partnerships to make sense of complex situations and intractable challenges, in order to make better decisions, improve their problem-solving, and generate sustainable learning cultures.

Duration: Typically this will take 30 months.

Entry requirements: Whilst any entry requirements will be a matter for individual employers, typically an apprentice would normally have already achieved level two English and Maths on entry.

Apprentices without level two English and Maths will need to achieve this level prior to taking the End-Point Assessment.

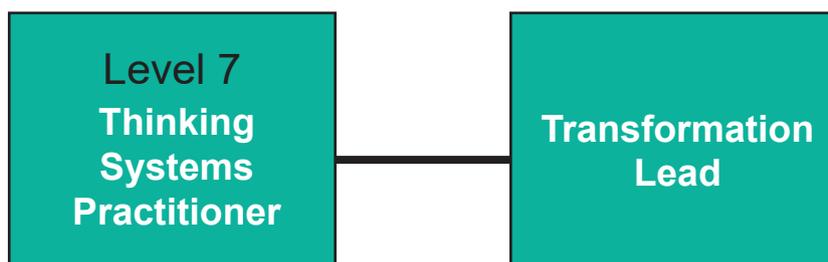
Participants must have been a UK/EEA/EU resident for the last three years.

Link to professional registration and progression: Successful applicants will automatically qualify at the level of 'Advanced Practitioner' with SCiO, the professional body for Systems Practitioners



PROGRAMME PATHWAY

Our programmes are designed to develop apprentices' skills, preparing them for that all important next step in their career. This qualification equips them with the knowledge and skills to deal with the type of complex situations faced by senior managers or technical experts supporting decision makers. This course can act as an alternative to an MBA, but with a broader range of application and fully integrated set of approaches which are more suited to the kinds of challenges organisations face today.





JOB ROLES

Typical job titles for the role might include:

Systems Lead

Systems Thinking Practitioner

Transformation Lead

CEO

Director

Head of Department

LEARNING APPROACH

This apprenticeship will maximise the amount of time spent training, with a blended learning approach.



Systems approaches



Intervention approaches

There are three strands to the learning approach:



Learning sets



LEARNING APPROACH

The systems and intervention approaches are delivered using a blended learning approach, face to face where possible, but also available online, and using a combination of taught material with a strong emphasis on practice.

All apprentices will be part of a Practitioner Apprentice Learning Set (PALS) where they will be supported by a tutor. The purpose of PALS is to provide a support mechanism for apprentices, to help them transfer their learning into action in their workplace. Together Training is delivering this apprenticeship using experienced systems practitioners, including some who are leading experts in their particular discipline areas.

The programme is delivered on a six weekly cycle with three days of offsite development every six weeks. Where apprentices are not able to get to off site, material will be available online. The programme starts with an introductory quarter taking apprentices through an overview of the field.

Following this, apprentices will start the 'carousel model' where they can join at multiple stages, complete their first year and then move onto the second year carousel before moving to the preparation for End Point Assessment. The use of the carousel means gives apprentices and employers more choice and control over when to start the apprenticeship - they can join at different points in the year.



LEARNING AREAS

Learning area	Knowledge	Skills	Behaviour
Systems principles	X	X	X
Systems approaches	X	X	
Systems modelling	X	X	
Interpretation	X	X	
Ethics	X	X	X
Intervention planning	X	X	
Assessment and evaluation	X	X	X
Engagement and collaboration	X	X	X
Change implementation	X	X	
Leading, communicating and influencing	X	X	X
Reflective practice	X	X	X

Level 2 functional skills, English and maths will need to be passed as part of the programme (if not already) and certificates presented, prior to taking the end-point assessment. This will be discussed at enrolment. We will continue to develop participant's English and maths skills at all levels.



ASSESSMENT PLAN

Assessment of progress is done progressively and throughout the course. Starting with the assessment of prior learning, the apprentice will develop a learning plan that maps their current learning against the End Point Assessment (EPA) criteria to identify their particular areas of focus.

The EPA is based on two types of assessment:

1. A project and a professional discussion about the apprentice's portfolio of work. The assessment plan broadly matches the type of assessment used in the EPA, so that the apprentice will build up the body of evidence to demonstrate the acquired knowledge, skills and behaviours. So from the outset, apprentices are working towards the Gateway and can map their progress.
2. Some modules will be assessed by written report (where the EPA asks for a documented project) backed up by feedback through the PALS learning group from both their tutor and their peers. Where a topic is assessed in the EPA by professional discussion, the module will use evidence supported reflective reports to assess learning – again backed up by feedback from the PALS tutor and peers.

Much of the evidence needed for the gateway preparation for EPA will have already have been collected before the apprentice reaches that stage using the progressive assessment.



20% OFF THE JOB TRAINING

Our programme design facilitates off-the-job learning so we can support you to confidently evidence the 20% off-the-job training which needs to be completed within working hours.

We are the apprenticeship experts and can help advise you on how best to do this. Our programme facilitates off-the-job learning, as it has been developed with online learning and on-the-job learning, as well as classroom training. This 20% needs to be done within contracted working hours.

Activity	Examples of valid off-the-job training
Classroom sessions/Lectures	Block or day release
Seminars and training workshops	Held at Together Training Business Lounge
Simulation exercises	Business models and gaming
Online learning	Online training modules and support materials
Shadowing	In work or new departments/locations
Coaching	Support from Line Managers/colleagues
Industry visits	Within sector or outside of the work roles
Writing assessments/assignments workbooks	Short exercises or long project reports
Numeracy and literacy training required to perform the job	English and maths related to the job role
Preparing for professional discussion	In support of portfolio work or job related
Gathering evidence for portfolio of evidence	Recording learning and training

Delivering End Point Assessments

Together Training has partnered with a registered end point assessment organisation.



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