![Institute for Apprenticeships & Technical Education]

End-point assessment plan for Operations or Departmental Manager apprenticeship standard

Apprenticeship standard reference number	Apprenticeship standard level	Integrated end-point assessment
ST0385	5	No

Contents

Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Operations or Departmental Manager apprenticeship standard. It is for end-point assessment organisations (EPAOs) who need to know how EPA for this apprenticeship must operate. It will also be of interest to Operations or Departmental Manager apprentices, their employers and training providers.

Full time apprentices will typically spend 30 months on-programme (before the gateway) working towards the occupational standard, with a minimum of 20% off-the-job training. All apprentices must spend a minimum of 12 months on-programme.

The EPA period should only start, and the EPA be arranged, once the employer is satisfied that the apprentice is deemed to be consistently working at or above the level set out in the occupational standard, all of the pre-requisite gateway requirements for EPA have been met and can be evidenced to an EPAO.

For level 3 apprenticeships and above apprentices without English and mathematics at level 2 must achieve level 2 prior to taking their EPA.

The EPA must be completed within an EPA period lasting typically 5 months, after the EPA gateway.

The EPA consists of 2 discrete assessment methods.

The individual assessment methods will have the following grades:

Assessment method 1: Professional discussion, underpinned by a portfolio of evidence

· Fail
· Pass
· Distinction

Assessment method 2: Project proposal, presentation and questioning

· Fail
· Pass
· Distinction

Performance in the EPA will determine the overall apprenticeship standard grade of:

· Fail
· Pass
· Distinction

EPA summary table

On-programme (typically 30 months)	Training to develop the occupation standard's knowledge, skills and behaviours (KSBs). Working towards English and mathematics level 2, if required. Compiling a portfolio of evidence
End-point assessment gateway	• Employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard. • Apprentices must have achieved English and mathematics Level 2. Apprentices must submit to the EPAO: • A portfolio of evidence to underpin the professional discussion • The project proposal's subject, title and scope will be agreed between the employer and the EPAO at the gateway
End-point assessment (which will typically take 5 months)	Assessment method 1: Professional discussion, underpinned by a portfolio of evidence With the following grades: • Fail • Pass • Distinction Assessment method 2: Project proposal, presentation and questioning With the following grades: • Fail • Pass • Distinction Performance in the EPA will determine the overall apprenticeship standard grade of: • Fail • Pass • Distinction
Professional recognition	Aligns with recognition by: • Chartered Management Institute - would be eligible to become a Full Member of the Chartered Management Institute • The Institute of Leadership and Management - would be eligible to become a Full Member of The Institute of Leadership and Management

Length of EPA period

The EPA will be completed within an EPA period lasting typically 5 months, starting when the EPAO has confirmed that all gateway requirements have been met.

Order of end-point assessment methods

The assessment methods can be delivered in any order.

The result of one assessment method does not need to be known before starting the next.

EPA gateway

The EPA period should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, that is to say they are deemed to have achieved occupational competence. In making this decision, the employer may take advice from the apprentice's training provider(s), but the decision must ultimately be made solely by the employer.

The EPAO determines when all gateway requirements have been met, and the EPA period will only start once the EPAO has confirmed this.

In addition to the employer's confirmation that the apprentice is working at or above the level in the occupational standard, the apprentice must have completed the following gateway requirements prior to starting EPA:

- English and mathematics at level 2.

For those with an education, health and care plan or a legacy statement the apprenticeship's English and mathematics minimum requirement is Entry Level 3 and British Sign Language qualifications are an alternative to English qualifications for those whom this is their primary language.

For professional discussion underpinned by a portfolio of evidence, the apprentice will be required to submit:

- A completed portfolio of evidence

The portfolio of evidence requirements are as follows:

- apprentices must compile a portfolio of evidence during the on-programme period of the apprenticeship
- it must contain evidence related to the KSBs that will be assessed by the professional discussion
- the portfolio of evidence will typically contain 20 discrete pieces of evidence
- evidence must be clearly mapped, in an annex, against the KSBs allocated to this assessment method
- evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested
- evidence sources may include:
  - workplace documentation/records, for example workplace policies/procedures, records
  - witness statements
  - annotated photographs
  - video clips (maximum total duration 20 minutes); the apprentice must be in view and identifiable

  This is not a definitive list; other evidence sources are possible.
- it should not include reflective accounts or any methods of self-assessment except for evidence for S8.1.

- any employer contributions should focus on direct observation of performance (for example witness statements) rather than opinions

- the evidence provided must be valid and attributable to the apprentice; the portfolio of evidence must contain a statement from the employer and apprentice confirming this

- the portfolio of evidence must be submitted to the EPAO at the gateway

The portfolio is not directly assessed. It underpins the professional discussion and therefore should not be marked by the EPAO. EPAOs should review the portfolio of evidence in preparation for the professional discussion but are not required to provide feedback after this review of the portfolio.

For project proposal, presentation and questioning:

- The project proposal's subject, title and scope will be agreed between the employer and the EPAO at the gateway. A brief summary of what the project will cover should be submitted to the EPAO at the gateway. This should demonstrate that the project will provide sufficient opportunity for the apprentice to cover the KSBs mapped to this method. The brief summary is not assessed and should be no more than 500 words.

End-point assessment methods

Assessment method 1: Professional discussion, underpinned by a portfolio of evidence (This assessment method has 1 component.)

Overview

This assessment will take the form of a professional discussion which must be appropriately structured to draw out the best of the apprentice's competence and excellence and cover the KSBs assigned to this assessment method. A professional discussion is a two-way discussion which involves both the independent assessor and the apprentice actively listening and participating in a formal conversation. It gives the apprentice the opportunity to make detailed and proactive contributions to confirm their competency across the KSBs mapped to this method.

The rationale for this assessment method is:

The professional discussion was selected as a valid way to draw out KSBs, in particular behaviours. It allows for a range of examples to be brought forward during the two-way conversation.

It allows the apprentice to be assessed against KSBs that may not naturally occur during other assessment methods.

It enables the apprentice to demonstrate the application of skills and behaviours as well as knowledge.

It allows scope for the apprentice to demonstrate the depth and breadth of KSBs, allowing for a distinction marking.

Delivery

The independent assessor will conduct and assess the professional discussion.

Apprentices must be given at least two weeks' notice ahead of the professional discussion. The underpinning portfolio will have been submitted in line with EPAO requirements at the gateway and must evidence all of the KSBs mapped to this assessment method. The independent assessor should have a minimum of 5 days to review the portfolio and can use the contents of the portfolio to identify discussion topics for the professional discussion.

The professional discussion must last 60 minutes. The independent assessor has the discretion to increase the time of the professional discussion by up to 10% to allow the apprentice to complete their last answer. Further time may be granted for apprentices with appropriate needs, in-line with the EPAO's Reasonable Adjustments policy.

During this method, the independent assessor must combine questions from the EPAO's question bank and those generated by themselves.

The professional discussion will be conducted as set out here:
- The professional discussion is a structured two-way conversation between the apprentice and an independent assessor.
- The professional discussion must be appropriately structured to draw out the best of the apprentice's competence and excellence.

Independent assessors must use the question bank as a source for questioning and are expected to use their professional judgement to tailor those questions appropriately. Independent assessors will ask

a minimum of 6 questions and may ask follow up questions for clarification purposes and to allow the apprentice the opportunity to cover the KSBs mapped to this assessment method.

The apprentice and the independent assessor will have access to their own copies of the portfolio throughout the professional discussion and both can refer to it as needed.

Independent assessors must be developed and trained in the conduct of professional discussions, how to identify discussion areas from reviewing portfolio content, how to design their own questions from reviewing portfolio content, and in reaching consistent judgement by their EPAO.

The professional discussion should be graded fail, pass or distinction. The portfolio underpins the professional discussion and will not be assessed or graded. Independent assessors must allocate grades using the grading criteria.

The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the professional discussion.

KSBs met and answers to questions, must be recorded in writing by the independent assessor.

The independent assessor will make all grading decisions.

Venue

The professional discussion should take place in a quiet room, free from distractions and influence.

The professional discussion can take place in any of the following:

- employer's premises
- remotely with the agreement of the apprentice and the employer
- a suitable venue selected by the EPAO (for example a training provider's premises)
- video conferencing

The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the response to questions. Video conferencing can also be used to conduct the professional discussion, but the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

Other relevant information

Independent assessors are responsible for generating suitable questions in line with the EPAO's training and standardisation process. A question bank must be developed by EPAOs. Independent assessors must use the question bank as a source for questioning and are expected to use their professional judgement to tailor those questions appropriately. The question bank must be of sufficient size to prevent predictability and the EPAO must review it regularly (at least once a year) to ensure that it, and its content, are fit for purpose. The questions relating to the underpinning KSBs, must be varied yet allow assessment of the relevant KSBs.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.

EPAOs will produce the following material to support this assessment method:

- Outline of the assessment method's requirements
- Marking materials
- Independent assessor training materials
- Grading guidance
- A question bank
- Assessment recording documentation

Assessment method 2: Project proposal, presentation and questioning (This assessment method has 2 components.)

Overview

The assessment method is the production of a project proposal, presentation and questioning. The work is carried out after the apprentice has gone through the gateway.

A project proposal involves the apprentice completing a relevant and defined piece of work that has a real business benefit. The project proposal must be undertaken after the apprentice has gone through the gateway. Apprentices will prepare and deliver a presentation that, along with the proposal, appropriately covers the KSBs assigned to this method of assessment. It will be followed by questioning from the independent assessor.

The project proposal should be designed to ensure that the apprentice's work meets the needs of the business, is relevant to their role and allows the relevant KSBs to be assessed for the EPA. The employer will ensure it has a real business application and the EPAO will ensure it meets the requirements of the EPA, including suitable coverage of the KSBs assigned to this assessment method as shown in the mapping of assessment methods. The proposal will be a detailed project implementation proposal that will enable the project to be fully implemented. The project does not need to be fully implemented during the EPA period. The implementation of the project proposal must begin during the EPA period and ensure that S1.2, S2.1, S2.2 and S3.1 can be assessed and progress against these skills must be discussed during the presentation.

Apprentices must include evidence of leadership support of the project proposal detailing what has been implemented to date, which must be included as an appendix so that this can be discussed during the presentation (this could be either an email, letter or similar written confirmation). The evidence provided must be valid and attributable to the apprentice; the project proposal must contain a statement from the employer confirming this.

The EPAO must refer to the grading descriptors to ensure that project proposals are pitched appropriately.

This assessment method includes two components:

- an outcome component - a proposal based on post-gateway work
- a presentation with questioning to ensure the apprentice is assessed against the KSBs assigned to this assessment method.

Both components should allow the apprentice the opportunity to obtain the highest possible grade. The combination of the components makes the method more robust and gives the apprentice an opportunity to provide depth.

The rationale for this assessment method is:

- The project proposal is designed to demonstrate the application of knowledge, skills and behaviours as they would occur in occupational practice. Producing a proposal reflects normal practice in the workplace for an Operations or Departmental Manager, so this assessment method is appropriate.
- It is a significant and relevant piece of work that thoroughly tests both higher and lower order knowledge, skills and behaviours.
- The project proposal should have a real business benefit and is a cost-effective assessment method.

The evidence from the project proposal, presentation and responses to questions will be assessed holistically.

Assessment method 2 component 1: Project proposal

Delivery

Apprentices will conduct a project proposal either paper based or electronically.

The project proposal may be based on any of the following:

- The need to review and implement a change plan to improve efficiency within the workplace
- The continuous improvement review of a current process, service or product to ensure it is still fit for purpose and meets the current needs of the business
- The need to implement a direct saving (e.g. percentage decrease in direct costs, reduction in headcount) across their team, department or organisation following a reforecast activity

The list above is not exhaustive but the EPAO should sign off the project proposal's title and scope to confirm its suitability at the gateway (which should be no more than 500 words). The employer is responsible for ensuring it has a real business benefit and the EPAO is responsible for confirming that it provides appropriate coverage of the KSBs. In order to ensure that all the EPA related work is completed during the EPA period, the EPAO must be involved in determining the focus of the project scope and title at the gateway.

The project proposal starts after the apprentice has gone through the gateway. The maximum duration of the project proposal should be 12 weeks.

The employer should ensure the apprentice has sufficient time and the necessary resources, within this period, to plan and undertake the work associated with the project proposal.

The EPAO must provide a generic specification for a range of qualifying projects, to enable the employer to select a project that will meet the requirements of the EPA. Note that the employer is not restricted to this selection; however, the project scope and title must be signed off at the gateway by the EPAO to ensure sufficient coverage of the assigned KSBs.

The project proposal will be 4,000 words (+/- 10% at the apprentice's discretion) including tables, graphs, figures, though excluding references and annexes. The apprentice will have 12 weeks to write and submit the proposal and the presentation following the EPAO's approval of the project proposal's scope and title.

In order to ensure the project proposal is robust and sufficiently covers the KSBs, it should include:

- An executive summary
- An introduction

- The scope of the proposed project (including key performance indicators)

- Objectives

- A project plan (including Gantt charts, risk/issue/mitigation, responsibility assignment matrix (RACI matrix))

- How the proposed project outcomes will be achieved

- Comment on the validity of the methods of analysis, data interpretation and data presentation used

- Financial budgeting and resources

- Proposed implementation plan including communications and stakeholder plans

- Advise whether an alternative approach might be considered

- Advise upon whether it could be completed in a more cost or time efficient manner

- Recommendations and conclusions

The project proposal must include, in addition to the word count, an annex showing how the project proposal maps to all of the KSBs that are being assessed by this method.

The project proposal, plus materials relating to the presentation (see below), must be submitted together after the gateway.

The apprentice should complete their project proposal unaided. When the project proposal is submitted, the apprentice and their employer must verify that the submitted project proposal is the apprentice's own work.

The independent assessor will review and assess the project proposal holistically together with the other components of this assessment method.

The independent assessor will make all grading decisions.

Assessment method 2 component 2 – Presentation with questioning

A presentation with questioning involves an apprentice presenting to an independent assessor, focusing on the list below. It will be followed by questioning from the independent assessor.

Apprentices will prepare and deliver a presentation that appropriately covers the KSBs assigned to this method of assessment. The purpose of the questioning is to seek clarification of the proposal or presentation, to assess the depth and breadth of knowledge, skills and behaviours and to assess those KSBs that the apprentice did not have the opportunity to demonstrate with the proposal, although these should be kept to a minimum.

The presentation should be submitted at the same time as the project proposal. The independent assessor should have two weeks to review the proposal prior to the presentation. The apprentice needs to notify the EPAO at the submission of the project proposal and presentation of any technical requirements for the presentation component.

Delivery

The presentation will focus on the project proposal and will cover the following:

- Operational management such as business tools, management systems, identifying and overcoming barriers, identifying opportunities and interpretation of data
- Project management such as using tools and techniques to plan and deliver outcomes, approaches to identifying and managing risks.
- Finance such as monitoring budgets and financial implications
- Leading people and supporting management of change
- Building relationships
- Communication skills
- Managing self, such as prioritising activities and time management
- Decision making and using evaluation techniques to support the process
- Progress of the implementation of the project proposal to date

The independent assessor will then draw out any further information using questions.

The presentation must be submitted with the project proposal 12 weeks after the gateway. The apprentice will be given 2 weeks' notice of the presentation date to allow the independent assessor sufficient time to review the project proposal and presentation and prepare appropriate questions. The presentation and questioning will take 60 minutes. The independent assessor has the discretion to increase the time of the presentation and questioning by up to 10% to allow the apprentice to complete their last answer. The presentation will typically last for 20 minutes, and the questioning will typically last for 40 minutes. The discretionary additional 10% time can be allocated in any proportion across the presentation and questioning.

The independent assessor will ask a minimum of 8 questions at the end of the presentation with 1 question from each of the bullet pointed themes listed above. The independent assessor will use the questions from a question bank supplied by the EPAO as a guide to tailor their own questions based on the presentation and project proposal. They will use them to confirm their understanding of the presentation and how it demonstrates the relevant KSBs. They may ask follow-up questions where clarification is required. The independent assessor must use the full time available for questioning to allow the apprentice the opportunity to evidence occupational competence at the highest level available, unless the apprentice has already achieved the highest grade available.

The purpose of the questions will be:

- for clarification
- to assess the depth and breadth of understanding

To deliver the presentation, the apprentice will have access to:

- Audio-visual presentation equipment
- Flip chart and writing and drawing materials
- Computer
- Any other requirements as notified to the EPAO on submission of the project proposal and presentation

KSBs met and answers to questions, must be recorded in writing by the independent assessor.

The independent assessor will make all grading decisions.

Assessment location

EPAOs must ensure that the presentation and questioning elements are conducted in a suitable controlled environment in any of the following:

- Employer's premises
- A suitable venue sourced by the EPAO e.g. training provider's premises
- Via video conferencing

The venue should be a quiet room, free from distraction and external influence.

Video conferencing can be used to conduct the presentation with questioning but the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

The independent assessor will assess all components of this assessment method holistically. They will be expected to make an overall judgement on the grade for this assessment method based on the project proposal and the presentation and responses to questions.

Question and resource development

EPAOs will create and set open questions to assess KSBs mapped to this assessment method. Each EPAO must develop a question bank of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure the questions they contain are fit for purpose. Independent assessors must use the question bank as a source for questioning and are expected to use their professional judgment to tailor those questions appropriately. Independent assessors are responsible for generating suitable follow-up questions in line with the EPAO's training and standardisation process. The questions relating to underpinning KSBs must be varied yet allow assessment of the relevant KSBs.

It is recommended that this be done in consultation with employers. EPAOs should put in place measures and procedures to maintain the security and confidentiality of their questions if employers are consulted.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.

EPAOs will produce the following material to support this assessment method:

- independent assessor training materials
- assessment specifications
- grading guidance
- question bank
- assessment recording documentation
- examples of projects

Reasonable adjustments

The EPAO must have in place clear and fair arrangements for making reasonable adjustments to the assessment method for the EPA for this apprenticeship standard. This should include how an apprentice qualifies for reasonable adjustments and what reasonable adjustments will be made. The adjustments must maintain the validity, reliability and integrity of the assessment methods outlined in this EPA plan.

Weighting of assessment methods

All assessment methods are weighted equally in their contribution to the overall EPA grade.

Grading descriptors

Please note that the KSBs within the occupational standard have been sub-divided to reflect sentences within the KSB description (e.g. K4 has been broken down into four elements) and assigned to the most appropriate assessment method.

End-point assessment method 1: Professional discussion underpinned by a portfolio of evidence

KSBs by Group	Fail	Pass The apprentice must meet all of the pass descriptors below	Distinction The apprentice must meet all of the distinction descriptors below
Operational Planning and Management K1.3 K1.6 K4.3 S1.4 S4.1 B1.1 B1.2 B1.4	Does not meet the pass criteria	Describes how they used their knowledge and understanding of data security and business planning techniques, to support their organisation in creating and delivering operational plans, which include setting targets and monitoring performance against plans. (K1.3, K1.6, S1.4) Explains how they communicated their team's role in their organisation's vision and goals, and how they used their knowledge of the impact that organisational culture and diversity has on leading and managing change to drive, achieve and deliver operational plans. (K4.3, S4.1, B1.1) Describes when they have shown resilience and accountability when seeking new opportunities for their organisation. (B1.2, B1.4)	Justifies the purpose of operational business planning and sales and marketing plans, and why they manage resources by setting key targets and monitoring performance against them. (K1.3)

Managing Teams K4.1 K4.2 K4.4 K5.1 K5.2 S4.2 S5.1 S5.2 S5.3 B2.1		Evaluates different leadership styles, methods to lead multiple and remote teams and manage team leaders and explains how they have adapted their preferred style to ensure they are open, approachable, and able to build trust. (K4.1, B2.1) Discusses how they have recruited, developed or managed team members, and explains the performance management techniques and talent management models that underpin this. (K5.2, S5.1) Identifies strengths in their team and adopts coaching and mentoring techniques to develop, build, enable and motivate the team and support high performance working. Uses delegation to enable delivery through others and describes strategies to manage multiple teams. (K4.2, K4.4, K5.1, S4.2, S5.2, S5.3)	Analyses the problems associated with managing multiple teams and can describe known strategies for dealing with them. (K5.1) Analyses the effectiveness of different coaching and mentoring techniques that they used for office-based and remote team members and justifies their use of the techniques. (K4.2, S4.2)

| Communication Skills K6.1 K6.2 K6.3 K7.1 S6.1 S6.2 S7.2 S7.3 B1.3 B2.2 B3.3 | | Describes how they used interpersonal skills including active listening, when challenging and giving constructive feedback and seeking the views of others ensuring they valued diversity. Describes when they effectively used different forms of communication when chairing meetings or presenting. (K7.1, S7.2, S7.3, B2.2)

Describes when they have been able to build trust and effective relationships when identifying and sharing good practice while working collaboratively both within their organisation and externally. Explains how they used effective negotiation and influencing skills and demonstrated determination to manage conflict. (K6.1, K6.2, K6.3, S6.1, S6.2, B1.3)

Justifies how they remained positive and adaptable when responding to feedback in the need for change. (B3.3) | Evaluates known influencing and negotiating theories and models and the effectiveness of these within their organisation when managing the supplier relationship. (K6.1)

Analyses barriers to communication and how they are overcome. (K7.1) |

Personal & Professional Development K8.1 K8.2 S8.1 S9.1 B4.1 B4.2 B4.3		Explains how they used their knowledge of their own learning and behavioural styles, to create their own personal development plan. (K8.2, S9.1) Reflects on their own performance, working style and emotional intelligence and the impact they have had on others. (K8.1, S8.1) Describes how they operate within their organisation's values and are a role model who sets an example to others by being open, honest, fair, consistent and impartial. (B4.1, B4.2, B4.3)	Evaluates a range of known learning styles in different situations. (K8.2)

Assessment method 2: Project proposal, presentation and questioning

KSBs by Group	Fail	Pass The apprentice must meet all of the pass descriptors below	Distinction The apprentice must meet all of the distinction descriptors below
Planning their project proposal K1.1 K1.2 K1.4 K10.2 S1.1 S1.3 S4.3 B3.1 B3.2	Does not meet the pass criteria	Describes business development tools, management systems and contingency planning that are available when they have supported the management of change or identified and developed new opportunities within their organisation whilst ensuring commercial awareness. (K1.2, K1.4, S1.3, S4.3) Uses operational management approaches and models in strategic planning that create plans that meet organisational objectives. (K1.1, S1.1) Shows how they are flexible, creative, innovative and enterprising when seeking proposed solutions to business needs. (B3.1, B3.2) Explains their organisational values and ethics, and the impact these have on their decision making. (K10.2)	Analyses a range of business development tools that assist with project planning, and the techniques and approaches for continuous improvement, and how these tools and approaches align with their organisational systems, processes and plans. (K1.2)

Delivery of their project proposal K1.5 K2.1 K2.2 K9.1 K10.1 S1.2 S2.1 S2.2 S2.3 S7.1 S9.2 S10.1 S10.2		Uses project management tools to plan, organise and manage resources in order to deliver the required outcomes to plan their project. Identifies and mitigates risks and includes suitable systems to monitor progress of the project proposal. (K2.1, K2.2, S2.1, S2.2, S2.3) Applies time management tools and techniques and different approaches to planning in order to prioritise activities. (K9.1, S9.2) Undertakes a critical data analysis to understand and inform their decision making and approach to problem solving. (K10.1, S10.1, S10.2) Uses various forms and styles of communication effectively which are suitable for the audience and situation. (S7.1) Evaluates how they support, manage and communicate change and how they have overcome the barriers they identified. (K1.5, S1.2,)	Analyse and evaluate the effectiveness of the project management tools and problem-solving techniques used in the planning of the project proposal. (S2.3, S10.2)
Project Proposal Output K3.1 S1.5 S3.1 S6.3 B3.4		Provides reports and management information that details the management of their project proposal's budget appropriately considering the financial implications of their decisions and adjusts their approach or recommendations accordingly. (K3.1, S1.5, S3.1) Uses specialist advice and shows a willingness to be open to new ways of working. (S6.3, B3.4)	Justifies the use of specialist advice and evaluates the impact of the advice on the project proposal. (S6.3) Justifies and evaluates the financial and budgetary recommendations identified within the project proposal. (S1.5, S3.1)

Overall EPA grading

All EPA methods must be passed for the EPA to be passed overall.

To achieve a pass overall, the apprentice must achieve all the pass criteria in all assessment methods. To achieve a distinction overall, the apprentice must achieve all the pass criteria and all the distinction criteria in all assessment methods.

Grades from individual assessment methods should be combined in the following way to determine the grade of the EPA as a whole:

Assessment method 1 Professional discussion (underpinned by a portfolio of evidence)	Assessment method 2 Project proposal, presentation and questioning	Overall grading
Fail	Fail	Fail
Fail	Pass	Fail
Pass	Fail	Fail
Fail	Distinction	Fail
Distinction	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Pass
Distinction	Pass	Pass
Distinction	Distinction	Distinction

Re-sits and re-takes

Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit or a re-take. A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for the re-sit or a re-take. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

An apprentice who fails an assessment method, and therefore the EPA in the first instance, will be required to re-sit or re-take any failed assessment methods only.

If the apprentice fails the project proposal assessment method, they will be required to amend the project proposal and presentation in line with the independent assessor's feedback. The apprentice will be given 3 weeks to rework and submit the amended project proposal and presentation. The independent assessor will have 2 weeks to review the project proposal and presentation and the apprentice will have 5 days' notice of the presentation date.

Re-sits and re-takes are not offered to apprentices wishing to move from pass to distinction.

The timescales for a re-sit/re-take are agreed between the employer and EPAO. A re-sit is typically taken within 3 months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within 6 months of the EPA outcome notification. All assessment methods must be taken within a 6 month period, otherwise the entire EPA will need to be re-sat/re-taken.

Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of pass, unless the EPAO determines there are exceptional circumstances requiring a re-sit or re-take.

Roles and responsibilities

Role	Responsibility
Apprentice	As a minimum, apprentices should: • participate in and complete on-programme training to meet the KSBs as outlined in the occupational standard for a minimum of 12 months • undertake 20% off-the-job training as arranged by the employer and EPAO • understand the purpose and importance of EPA • undertake the EPA including meeting all gateway requirements
Employer	As a minimum, employers should: • select the EPAO and training provider • work with the training provider (where applicable) to support the apprentice in the workplace and to provide the opportunities for the apprentice to develop the KSBs • arrange and support a minimum of 20% off-the-job training to be undertaken by the apprentice • decide when the apprentice is working at or above the occupational standard and so is ready for EPA • ensure that all supporting evidence required at the gateway is submitted in accordance with this EPA plan • remain independent from the delivery of the EPA • confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner (including providing access to any employer-specific documentation as required, for example company policies) • ensure the apprentice is well prepared for the EPA • ensure the apprentice is given sufficient time away from regular duties to prepare for and complete all post-gateway elements of the EPA, and that any required supervision during this time (as stated within this EPA plan) is in place • where the apprentice is assessed in the workplace, ensure that the apprentice has access to the resources used on a daily basis • request and the forward the apprenticeship certificate to the apprentice
EPAO	• As a minimum, EPAOs should: • conform to the requirements of this EPA plan and deliver its requirements in a timely manner • conform to the requirements of the Register of End-Point Assessment Organisations (RoEPAO)

	- conform to the requirements of the external quality assurance provider (EQAP) for this apprenticeship standard - understand the occupational standard - make all necessary contractual arrangements, including agreeing the price of the EPA - develop and produce assessment materials including specifications and marking materials (for example mark schemes, practice materials, training material) - appoint suitably qualified and competent independent assessors - appoint administrators (and invigilators where required) to administer the EPA as appropriate - provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading - provide adequate information, advice and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA - arrange for the EPA to take place, in consultation with the employer - where the apprentice is not assessed in the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary - develop and provide appropriate assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders - have no direct connection with the apprentice, their employer or training provider. In all instances, including when the EPAO is the training provider (i.e. HEI), there must be no conflict of interest - have policies and procedures for internal quality assurance (IQA), and maintain records of regular and robust IQA activity and moderation for external quality assurance (EQA) purposes - deliver induction training for independent assessors - undertake standardisation activity on this apprenticeship standard for all independent assessors before they conduct an EPA for the first time, if the EPA is updated and periodically as appropriate (a minimum of annually) - manage invigilation of apprentices in order to maintain security of the assessment in line with the EPAO's malpractice policy - verify the identity of the apprentice being assessed

	• use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard
	• provide details of the independent assessor's name and contact details to the employer
	• have and apply appropriately an EPA appeals process
	• request certification via the Apprenticeship Service upon successful achievement of the EPA
Independent assessor	As a minimum, independent assessors should:
	• have the competence to assess the apprentice at this level and hold any required qualifications and experience in line with the requirements of the independent assessor as detailed in the IQA section of this EPA plan
	• understand the occupational standard and the requirements of this EPA
	• have, maintain and be able to evidence up-to-date knowledge and expertise of the subject matter
	• deliver the end-point assessment in-line with the EPA plan
	• comply with the IQA requirements of the EPAO
	• have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances, including when the EPAO is the training provider (i.e. HEI)
	• attend induction training
	• attend standardisation events when they begin working for the EPAO, before they conduct an EPA for the first time and a minimum of annually on this apprenticeship standard
	• assess each assessment method, as determined by the EPA plan, and without extending the EPA unnecessarily
	• assess against the KSBs assigned to each assessment method, as shown in the mapping of assessment methods and as determined by the EPAO, and without extending the EPA unnecessarily
	• make all grading decisions
	• record and report all assessment outcome decisions, for each apprentice, following instructions and using assessment recording documentation provided by the EPAO, in a timely manner
	• use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard

Training provider	As a minimum, the training providers should:
	• work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the knowledge, skills and behaviours as listed in the occupational standard
	• conduct training covering any knowledge, skill or behaviour requirement agreed as part of the Commitment Statement (often known as the Individual Learning Plan).
	• monitor the apprentice's progress during any training provider led on-programme learning
	• advise the employer, upon request, on the apprentice's readiness for EPA
	• remain independent from delivery of the EPA. Where the training provider is the EPA (i.e. a HEI) there must be procedures in place to mitigate against any conflict of interest

Internal Quality Assurance (IQA)

Internal quality assurance refers to the strategies, policies and procedures that EPAOs must have in place to ensure valid, consistent and reliable end-point assessment decisions. EPAOs for this EPA must adhere to all requirements within the roles and responsibilities section and:

- have effective and rigorous quality assurance systems and procedures that ensure fair, reliable and consistent assessment across employers, places, times and independent assessors
- appoint independent assessors who have knowledge and recent relevant experience of the occupation/sector at Level 5 or above gained within the last five years or significant experience of the occupation/sector, which must be maintained through ongoing CPD
- appoint independent assessors who are competent to deliver the end-point assessment
- operate induction training for independent assessors
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- undertake standardisation activity on this apprenticeship standard for all independent assessors:
    - before they conduct an EPA for the first time
    - if the EPA is updated
    - periodically as appropriate (a minimum of annually)
- conduct effective moderation of assessment decisions and grades
- conduct appeals where required, according to the EPAO's appeals procedure, reviewing and making final decisions on assessment decisions and grades.

Affordability

Affordability of the EPA will be aided by using at least some of the following practice:

- using an employer's premises
- using video conferencing
- scheduling the professional discussion and presentation with questioning on the same day

Professional body recognition

This apprenticeship is designed to prepare successful apprentices to meet the requirements for registration as an Operations or Departmental Manager with:

Chartered Management Institute (CMI)

The Institute of Leadership and Management (TILM)

Mapping of knowledge, skills and behaviours (KSBs)

Assessment Method 1: Professional discussion, underpinned by a portfolio of evidence

Knowledge
K1 Operational Management:
K1.3 Understand operational business planning techniques, including how to manage resources, development of sales and marketing plans, setting targets and monitoring performance. K1.6 Understand data security and management, and the effective use of technology in an organisation.
K4 Leading People:
K4.1 Understand different leadership styles, how to lead multiple and remote teams and manage team leaders.
K4.2 Know how to motivate and improve performance, supporting people using coaching and mentoring approaches.
K4.3 Understand organisational cultures and diversity and their impact on leading and managing change.
K4.4 Know how to delegate effectively.
K5 Managing People:
K5.1 Know how to manage multiple teams and develop high performing teams.
K5.2 Understand performance management techniques, talent management models and how to recruit and develop people.
K6 Building Relationships:
K6.1 Understand approaches to partner, stakeholder and supplier relationship management including negotiation, influencing, and effective networking.
K6.2 Knowledge of collaborative working techniques to enable delivery through others and how to share best practice.
K6.3 Know how to manage conflict at all levels.
K7 Communication:
K7.1 Understand interpersonal skills and different forms of communication and techniques (verbal, written, non-verbal, digital) and how to apply them appropriately.
K8 Self-Awareness:
K8.1 Understand own impact and emotional intelligence.
K8.2 Understand different learning and behaviour styles.

Skills
S1 Operational Management: S1.4 Creation and delivery of operational plans, including setting KPIs, monitoring performance against plans.
S4 Leading People: S4.1 Able to communicate organisational vision and goals and how these to apply to teams.   S4.2 Support development through coaching and mentoring and enable and support high performance working.
S5 Managing People: S5.1 Able to manage talent and performance.   S5.2 Develop, build and motivate teams by identifying their strengths and enabling development within the workplace.   S5.3 Able to delegate and enable delivery though others.
S6 Building Relationships: S6.1 Able to build trust and use effective negotiation and influencing skills and manage conflict.   S6.2 Able to identify and share good practice and work collaboratively with others both inside and outside of the organisation.
S7 Communication: S7.2 Able to chair meetings and present using a range of media.   S7.3 Use of active listening, and able to challenge and give constructive feedback.
S8 Self-Awareness: S8.1 Able to reflect on own performance, working style and its impact on others.
S9 Management of Self: S9.1 Able to create a personal development plan.

Behaviours
B1 Takes responsibility: B1.1 Drive to achieve in all aspects of work.   B1.2 Demonstrates resilience and accountability.   B1.3 Determination when managing difficult situations.   B1.4 Seeks new opportunities.
B2 Inclusive: B2.1 Open, approachable, authentic, and able to build trust with others.

B2.2 Seeks the views of others and values diversity.
B3 Agile:
B3.3 Positive and adaptable, responding well to feedback and need for change.
B4 Professionalism:
B4.1 Sets an example, and is fair, consistent and impartial.
B4.2 Open and honest.
B4.3 Operates within organisational values.

Assessment Method 2: Project proposal, presentation and questioning

Knowledge
K1 Operational Management
K1.1 Understand operational management approaches and models, including creating plans to deliver objectives and setting KPIs.
K1.2 Understand business development tools (e.g. SWOT), and approaches to continuous improvement.
K1.4 Knowledge of management systems, processes and contingency planning.
K1.5 Understand how to initiate and manage change by identifying barriers and know how to overcome them.
K2 Project Management:
K2.1 Know how to set up and manage a project using relevant tools and techniques and understand process management.
K2.2 Understand approaches to risk management.
K3 Finance:
K3.1 Understand business finance: how to manage budgets, and financial forecasting.
K9 Management of Self:
K9.1 Understand time management techniques and tools, and how to prioritise activities and the use of different approaches to planning, including managing multiple tasks.
K10 Decision Making:
K10.1 Understand problem solving and decision making techniques, including data analysis.
K10.2 Understand organisational values and ethics and their impact on decision making.

Skills
S1 Operational Management
S1.1 Able to input into strategic planning and create plans in line with organisational objectives.
S1.2 Support, manage and communicate change by identifying barriers and overcoming them.
S1.3 Demonstrate commercial awareness, and able to identify and shape new opportunities.
S1.5 Producing reports, providing management information based on the collation, analysis and interpretation of data.
S2 Project Management:
S2.1 Plan, organise and manage resources to deliver required outcomes.
S2.2 Monitor progress and identify risk and their mitigation.

S2.3 Able to use relevant project management tools.
S3 Finance:
S3.1 Able to monitor budgets and provide reports and consider financial implications of decisions and adjust approach/recommendations accordingly.
S4 Leading People
S4.3 Able to support the management of change within the organisation.
S6 Building Relationships:
S6.3 Use of specialist advice and support to deliver against plans.
S7 Communication:
S7.1 Able to communicate effectively (verbal, non-verbal, written, digital) and be flexible in communication style.
S9 Management of Self
S9.2 Use of time management and prioritisation techniques.
S10 Decision Making:
S10.1 Able to undertake critical analysis and evaluation to support decision making
S10.2 Use of effective problem solving techniques.

Behaviours
B3 Agile:
B3.1 Flexible to the needs of the organisation.
B3.2 Is creative, innovative and enterprising when seeking solutions to business needs.
B3.4 Open to new ways of working.