



## **STANDARD ASSESSMENT SPECIFICATION**

### Level 5 Operations / Departmental Manager

This version of the specification is applicable to all new starts from 1<sup>st</sup> January 2021 AP03

### Change control

Innovate Awarding will continuously review all support material to ensure its accuracy. All amendments will be recorded on the below change control table.

New and updated support material will be listed on the dashboard section of EPA Pro. Please ensure that you are using the most up-to-date version.

Any enquiries about this process can be directed to [EPA@innovateawarding.org](mailto:EPA@innovateawarding.org)

VERSION NUMBER	DATE UPLOADED	OVERALL GRADE	PAGE AFFECTED
2	15/03/2021	The criteria numbering for the Project proposal, presentation and questioning has been added within the table for the knowledge criteria.	29

### Disclaimer note

Information made accessible through this document is as provided from the current published standard and assessment plan.

Guidance throughout our specification will be subject to final amends once there is an updated published standard and assessment plan.

## Contents

	Page
Introduction	4
Innovate Awarding	4
Apprenticeship overview	4
Who is the apprenticeship for?	4
Role of Innovate Awarding	5
Support Materials	5
Gateway	5
Module Overview	6
End-point Assessment	6
What will the End-point Assessment look like?	6
What is the professional discussion underpinned by portfolio of evidence?	7
What is the project proposal, presentation and questioning?	8
What is the presentation with questioning?	8
Apprenticeship Standard Amplification	10
Module 1 - Operational Management	10
Module 2 - Project Management	13
Module 3 - Finance	15
Module 4 - Leading People	16
Module 5 - Managing People	19
Module 6 - Building Relationships	21
Module 7 - Communication	23
Module 8 - Self-awareness	25
Module 9 - Management of Self	26
Module 10 - Decision Making	27
Module 11 - Behaviours	28
End-point Assessment Coverage	29
Professional discussion underpinned by a portfolio of evidence	29
Project proposal, presentation and questioning	29
Re-Assessment	30
Assessment Overview	30
Grading	31
Grading Requirements	31
Internal Quality Assurance	31
External Quality Assurance	31
Further Information	32

## Introduction

### Innovate Awarding

Innovate Awarding is an Apprentice Assessment Organisation (AAO) approved by the Education and Skills Funding Agency (ESFA) and a nationally regulated Awarding Organisation with a collaborative approach to doing business. We work with employers and training providers to deliver fit for purpose End-point Assessment and qualification services in a number of sectors. For further information, please see our website, [www.innovateawarding.org/apprenticeship-standards/end-point-assessment](http://www.innovateawarding.org/apprenticeship-standards/end-point-assessment).

## Apprenticeship overview

The Operations/Departmental Manager apprenticeship is designed to provide both the knowledge and skills required to lead and develop people, teams and projects within a varied range of organisations. It is designed to enable apprentices to support, develop and motivate individuals while working to achieve organisational goals and objectives. Apprentices will learn how to direct, instruct and guide team members to achieve clearly defined organisational outcomes.

STANDARD NAME	Operations / Departmental Manager
LEVEL	5
SECTOR	Management
PROGRAMME DURATION	30 months
MINIMUM TIME ON PROGRAMME	12 months
EPA DURATION	5 months
EPA METHODS	<ul style="list-style-type: none"> <li>• Assessment of professional discussion underpinned by a portfolio of evidence</li> <li>• Assessment of project proposal, presentation and questioning</li> </ul>
OUTCOMES	Fail, Pass, Distinction
EXTERNAL QUALITY ASSURING CENTRE	Institute for Apprenticeships

### Who is the apprenticeship for?

This apprenticeship is designed for managers who manage teams and/or projects, and achieving operational or departmental goals and objectives, as part of the delivery of the organisation's strategy. They are accountable to a more senior manager or business owner. Working in the private, public or third sector and in all sizes of organisation, specific responsibilities and job titles will vary, but the knowledge, skills and behaviours needed will be the same.

Key responsibilities may include creating and delivering operational plans, managing projects, leading and managing teams, managing change, financial and resource management, talent management, coaching and mentoring. Roles may include: Operations Manager, Regional Manager, Divisional Manager, Department Manager and specialist managers.

## Role of Innovate Awarding

Innovate Awarding is the End-point Assessment organisation which will complete all aspects of the End-point Assessment requirements for the apprenticeship. Innovate Awarding will provide information on the processes that enable employers and training providers to support the apprentice to achieve the End-point Assessment.

## Support materials

Support materials provided include:

- Guides for assessment methods
- Assessment specifications
- Assessment manual
- Exemplar assessments

## Gateway

To qualify for End-point Assessment, the apprentice must pass through the gateway. To do this, they need to: -

- achieve Functional Skills for Maths and English at level 2

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

### **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 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.

The employer and training/employer provider must confirm that all the requirements have been met and that the Apprentice is ready to complete the End-point Assessment before they can pass through the gateway. This includes confirming that the apprentice's portfolio meets the requirements of the knowledge, skills and behaviours set out within the standard. This will be confirmed at the gateway sign-off and documented on EPA Pro. This notifies Innovate Awarding that the apprentice is ready for End-point Assessment and the assessment planning will be organised.

## Module Overview

The modules are the titles of the knowledge, skills and behaviours listed in the standard.

MODULES	ASSESSMENT METHODS	
	Professional discussion (underpinned by portfolio of evidence)	Project proposal, presentation and questioning
Operational Management	✓	✓
Project Management		✓
Finance		✓
Leading People	✓	✓
Managing People	✓	
Building Relationships	✓	✓
Communication	✓	✓
Self-awareness	✓	
Management of self	✓	✓
Decision making		✓
Takes responsibility	✓	
Inclusive	✓	
Agile	✓	✓
Professionalism	✓	

## End-point Assessment

The End-point Assessment requires the apprentice to demonstrate that they have achieved the requirements of the apprenticeship standard.

### What will the End-point Assessment look like?

A planning meeting will take place once the gateway has been passed and the apprentice has been deemed ready for the End-point Assessment.

The purpose is to:

- plan when the assessments will take place
- identify the requirements of each assessment method
- answer any questions or concerns the apprentice may have about the assessment process
- aid in the preparation requirements for End-point assessment (e.g. arranging access, facilities and resources)

## What is the professional discussion underpinned by portfolio of evidence?

### Professional discussion

This professional discussion must last 60 minutes and will 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.

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. 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 independent assessor must combine questions from the question bank and those generated by themselves. The question bank must be used as a source of questioning and are expected to use their professional judgement to tailor those questions appropriately. The independent assessor 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.

### Portfolio of evidence

The apprentice will build a portfolio of evidence before passing through to the gateway. The employer and training provider/employer-provider will support the apprentice in identifying evidence that should be submitted as part of the portfolio. Evidence for the portfolio can be uploaded to EPA Pro, although paper-based portfolio can also be used.

The portfolio of evidence requirements are as follows:-

- apprentice 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 oppose to quantitative approach is suggested
- evidence sources may include:
  - workplace documentation/records, for example workplace policies/procedures, records
  - witness statements
  - annotated photography
  - 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 8S1, 8S2
- 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.

## What is the project proposal, presentation and questioning?

### Project proposal

The 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.

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 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 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 project proposal will be 4,000 words (+/- 10% at the apprentice's discretion) including tables, graphs, figures, 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. 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.

### What is the presentation with questioning?

The presentation with questioning involves an apprentice presenting to an independent assessor. It will be followed by questioning from the independent assessor.

Apprentices will prepare and deliver a presentation that appropriately covers KSBs assigned to this method of Assessment. The purpose of 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.

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 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 presentation will typically last for 20 minutes, and the questioning will typically last for 40 minutes.

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.

## Apprenticeship Standard Amplification

### Module 1 Operational Management

Know how to plan and deliver operational objectives and manage change within an organisation.

#### ASSESSMENT CRITERIA

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K1	Compare operational management approaches and models	K1.1	S1	Contribute to strategic planning	S1.1
K2	Explain how to create plans to enable delivery of objectives and KPIs	K1.1	S2	Create plans in line with organisational objectives	S1.1
K3	Compare business development tools used in operational management	K1.2	S3	Manage change within the organisation	S1.2
K4	Compare approaches to continuous improvement	K1.2	S4	Identify and overcome barriers to change	S1.2
K5	Describe a range of business planning techniques	K1.3	S5	Identify and shape new commercial opportunities	S1.3
K6	Describe management systems and processes used in an organisation	K1.4	S6	Create operational plans in line with strategic requirements	S1.4
K7	Explain contingency planning in an organisation	K1.4	S7	Set KPIs and monitor performance against operational plans	S1.4
K8	Describe how to initiate change and manage change	K1.5	S8	Deliver the requirements set by operational plans	S1.4
K9	Describe how to identify and overcome barriers to change	K1.5	S9	Collate, analyse and interpret data in line with operational needs	S1.5
K10	Describe data security and data management requirements for organisations	K1.6	S10	Produce reports and management information	S1.5
K11	Explain the use of technology in an organisation	K1.6			

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K1	Operational management: Taylor's Scientific Management, McGregor's XY Theory, Management by Objectives, Adair's Action-Centred Leadership model.	K1.1	S1	Evidence examples could include operational plans, strategic plans, project plans, management meetings, team plans, appraisals and other work products	S1.1
K2	Apprentices will need to: <ul style="list-style-type: none"> <li>• Explain how to create plans (strategic, operational, team)</li> <li>• Explain how plans enable the delivery of objectives and KPIs</li> </ul>	K1.1	S2	Evidence examples could include scoping documents, change management plans, one to one meetings, stakeholder plans, operational plans and other work products	S1.1
K3	Business development tools: SWOT, PESTLE	K1.2	S3	Apprentices will need to: <ul style="list-style-type: none"> <li>• Communicate change to others</li> <li>• Manage change within own level of responsibility</li> <li>• Use relevant change management tools</li> </ul> Evidence examples could include operational plans, strategic plans, project plans, management meetings, team plans, appraisals and other work products	S1.2
K4	Continuous improvement tools: Total Quality Management, Kaizen, Six Sigma, Root Cause Analysis	K1.2	S4	Evidence examples could include business plans, customer surveys, appraisals, management meetings, results from SWOT/PESTLE analysis, reports, budgets, presentations, surveys, emails and other work products	S1.2
K5	Business planning techniques could include: business plans, strategic plans, operational plans, team plans, marketing plans, sales plans. Apprentices must include: <ul style="list-style-type: none"> <li>• Resources: money, personnel, equipment, time, facilities, vehicles, ICT.</li> <li>• Management of resources: project plans, budgets, recruitment, quality checks.</li> <li>• Sales and marketing plans: components of a sales and marketing plan</li> <li>• Targets and monitoring: KPI, SMART, appraisals</li> </ul>	K1.3	S5	Commercial opportunity: A viable idea or option for investment (time, money, resources) Evidence examples could include business plans, customer surveys, appraisals, management meetings, results from SWOT/PESTLE analysis, reports, budgets, presentations, surveys, emails and other work products	S1.3

## DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K6	Management systems: framework of policies, processes and procedures used by an organisation to ensure that it can fulfil all the tasks required to achieve its objectives	K1.4	S6	Evidence examples could include business plans, operational plans, management meetings and other work products	S1.4
K7	Contingency: emergency planning, business interruption, risk management, disaster recovery	K1.4	S7	Evidence examples could include customer surveys, team meetings, appraisals, one-to-ones, management meetings and other work products	S1.4
K8	Initiate change could include: collaboration, explain change reason, explain change benefit, explain drawbacks of not changing, communication, feedback Change Management models: Lewin's change management model, Kotter's 8-step change model. Management of change: planning, communication, motivation, emotional intelligence, feedback, inclusivity, fairness	K1.5	S8	Evidence examples could include customer surveys, team meetings, appraisals, one-to-ones, management meetings and other work products	S1.4
K9	Identifying barriers: SWOT, PESTLE, Porter's five forces Barriers to change: Emotional: fear, mistrust, uncertainty, threatened. Physical: time, resources, skills, people	K1.5	S9	Evidence examples could include customer surveys, team meetings, management meetings, sales figures, budgets and other work products	S1.5
K10	Legal requirements: General Data Protection Regulation, Freedom of Information Act, organisational policies. Responsibilities: Data controller, data processor.	K1.6	S10	Evidence examples could include team reports, management reports, sales reports, budgets and other work products	S1.5
K11	Technologies: handheld devices, cloud, software systems, voice conference, www, Skype	K1.6			

## Module 2 Project Management

Know how to plan, monitor and manage a project, mitigating risk, to deliver required outcomes.

### ASSESSMENT CRITERIA

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K1	Explain how to set up and manage a project	K2.1	S1	Plan, organise and manage the resources required to deliver the project outcomes	S2.1
K2	Compare a range of different project management tools and techniques	K2.1	S2	Monitor the progress of a project	S2.1
K3	Explain process management within a project	K2.1	S3	Identify and mitigate risks involved with a project	S2.2
K4	Compare approaches to risk management	K2.2	S4	Use project management tools to manage a project	S2.3

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K1	Project lifecycle: initiating, planning, communicating, implementing, monitoring, closing, evaluating Roles: manager, team member, administrator, project coordinator, stakeholders, sponsors, end users	K2.1	S1	Evidence examples could include a project plan, project documentation (Project Initiation Document, Project Implementation Plan, Stakeholder Plan, Communication Plan, Contingency Plan), project meetings, witness testimony, budget and staff requests	S2.1
K2	Tools and techniques: Gantt charts, PERT charts, work breakdown structure (WBS)	K2.1	S2	Evidence examples could include PRINCE, GANTT charts, risk registers, project meetings, witness testimony, issue log, work breakdown structure, PERT diagrams, SMART objectives	S2.1
K3	Process management: project lifecycle, managing resources, identifying risks and issues, using relevant project management tools.	K2.1	S3	Tools and techniques: Gantt charts, PERT charts, work breakdown structure (WBS) Evidence examples could include a project plan, project documentation (Project Initiation Document, Project Implementation Plan, Stakeholder Plan, Communication Plan, Contingency Plan), project meetings, witness testimony, budget and staff requests	S2.2

## DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K4	Risk management: Risk register, Issue log, Risk matrix, Fishbone diagram	K2.2	S4	Evidence examples could include a project plan, project documentation (Project Initiation Document, Project Implementation Plan, Stakeholder Plan, Communication Plan, Contingency Plan), project meetings, witness testimony, budget and staff requests	S2.3

### Module 3 Finance

Know budget and financial forecasting models and how to manage a budget.

#### ASSESSMENT CRITERIA

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K1	Explain how to manage a budget	K3.1	S1	Monitor budgets within your area of responsibility	S3.1
K2	Explain financial forecasting models used in business	K3.1	S2	Produce budget reports, in line with organisational procedures	S3.1
			S3	Consider financial implications when making decisions, amending approach when required	S3.1

#### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K1	Budget: an estimate of income and expenditure for a set period Process could include: set accurate targets, review performance often, review performance against previous data (year to date), identify cost saving options	K3.1	S1	Evidence examples could include accounts, spread sheets, forecasts, budgets, meetings and other work products	S3.1
K2	Financial forecasting: identification of future revenue and expenditure based on past, current and predicted financial information Forecasting models: rule of thumb, Cash budget, Delphi, Time-series forecasting	K3.1	S2	Evidence examples could include financial calculation sheets, budget reports, team meetings and other work products	S3.1
			S3	Approach and/or recommendations must be amended accordingly Evidence examples could include accounts, spread sheets, forecasts, budgets, meetings and other work products	S3.1

## Module 4 Leading People

Know different leadership styles and coaching and mentoring models and how to implement them to achieve organisational goals.

### ASSESSMENT CRITERIA

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K1	Compare a range of leadership styles, used in business	K4.1	S1	Communicate organisational vision and goals to team, including how they relate to team objectives	S4.1
K2	Explain how to lead multiple teams	K4.1	S2	Develop own team through coaching and mentoring	S4.2
K3	Explain techniques to manage team leaders	K4.1	S3	Support high performance working of team	S4.2
K4	Explain how to motivate and improve performance of a team	K4.2	S4	Support the management of change within own organisation	S4.3
K5	Compare coaching and mentoring models and how these can improve performance	K4.2			
K6	Explain different organisational cultures and their impact on leading and managing change	K4.3			
K7	Explain diversity, including the impact it has on managing change	K4.3			
K8	Explain the use of delegation in own organisation	K4.4			

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K1	Leadership styles: Lewin's Leadership styles, Transformational leadership, Contingency theory, Situational leadership Apprentices will need to compare leadership styles, identify the benefits and drawbacks of each and the situations to use each leadership style	K4.1	S1	Evidence examples could include: presentations, team meetings, one-to-one's, appraisal meetings, team plans, KPIs and other work product	S4.1

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K2	Multiple teams: main site, multiple sites, home working, national, international, experienced teams, inexperienced teams, project teams, remote teams Multiple teams: organisational expectations, consistent approach, split time with the teams, friendly competition, delegation, communication Apprentices will need to include the management of remote teams	K4.1	S2	Evidence examples could include: presentations, team meetings, one-to-one's, coaching and mentoring records, appraisal meetings, training plans, team plans, good shadowing and other work product	S4.2
K3	Team leaders: organisational expectations, consistent approach, split time with the team leaders, friendly competition, delegation, communication, use technology	K4.1	S3	Strategies could include: training, support, mentoring, guidance, coaching Evidence examples could include: key performance indicators, project meetings, team meetings, appraisals and other work products	S4.2
K4	Motivation models: Maslow's Hierarchy of Needs, Herzberg's two-factor theory, McGregor's Theory X and Theory Y, Vroom's Expectancy Theory Performance improvement: Appraisals, performance improvement plan (PIP), coaching, mentoring, training	K4.2	S4	Evidence examples could include: key performance indicators, project meetings, team meetings, appraisals, project management documentation and other work products	S4.3
K5	Coaching: a process that enables learning and development to occur and performance to improve Mentoring: off-line help by one person to another in making significant transitions in knowledge, work or thinking Coaching models: FUEL, GROW Mentoring models: one-to-one mentoring, group mentoring	K4.2			
K6	Organisational culture: Handy's 4 types of organisational culture	K4.3			

## DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K7	Diversity: the fact of many different types of things or people being included in something	K4.3			
K8	Factors affective delegation: experience, authority, accountability, timeframe, importance, outcome, requirements, priority	K4.4			

## Module 5 Managing People

Know different management and motivation models and how to implement them to achieve organisational goals.

### ASSESSMENT CRITERIA

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K1	Explain techniques used to manage multiple teams	K5.1	S1	Manage talent and performance, within scope of own role	S5.1
K2	Explain strategies to develop high performing teams	K5.1	S2	Implement strategies to develop, build and motivate own team	S5.2
K3	Describe performance management techniques used in business	K5.2	S3	Delegate tasks to deliver against organisational goals	S5.3
K4	Outline talent management models used in an organisation	K5.2			
K5	Describe techniques used to recruit and develop people	K5.2			

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K1	Multiple teams: main site, multiple sites, home working, national, international, experienced teams, inexperienced teams, project teams, remote teams	K5.1	S1	Evidence examples could include appraisals, KPIs, performance management meetings, team meetings and witness testimonies	S5.1
K2	Strategies could include: training, support, mentoring, guidance, coaching	K5.1	S2	Apprentices will need to identify team members strengths and enabling development within the workplace Evidence examples could include appraisals, performance management meetings, team meetings, training sessions, coaching cards, personal development plans and other work products	S5.2

## DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K3	Performance management techniques: setting goals, appraisals and reviewing performance, action planning, absence management, providing constructive feedback reward and recognition, formal processes	K5.2	S3	Evidence examples could include Personal Development Plans, team meetings, project meetings, SMART objectives, work plans, training/coaching cards, reviews, appraisals and other work products	S5.3
K4	Models: Bersin, BPI, Leadership pipeline	K5.2			
K5	Recruitment: outsource, internal, webpages, recruitment firms, promotion Development: induction, training courses, appraisals, mentoring, coaching, secondment, training needs analysis, BELBIN, skills matrix, personal development plan, continuous personal development, employment legislation, equality legislation, data protection legislation	K5.2			

## Module 6 Building Relationships

Know how to manage conflict and how to work collaboratively while building trust.

### ASSESSMENT CRITERIA

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K1	Explain approaches to partner, stakeholder and supplier relationship management	K6.1	S1	Implement strategies to build trust with others	S6.1
K2	Describe collaborative working techniques	K6.2	S2	Manage conflict within own team	S6.1
K3	Explain how to share best practice across a team	K6.2	S3	Share good practice with others	S6.2
K4	Explain techniques for managing conflict	K6.3	S4	Work collaboratively to achieve organisational goals	S6.2
			S5	Use specialist advice and support to deliver against plans	S6.3

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill	Maps to standard
K1	Explain how negotiation, influencing and effective networking supports relationship management Explain the benefits of relationship management Stakeholder mapping: Stakeholder analysis, Stakeholder salience Negotiating styles: competing, collaborating, avoiding, compromising, accommodating	K6.1	S1	Relationship building techniques must include: negotiation and influencing skills Evidence examples could include team meetings, project meetings and witness testimony. Evidence must include both teams and individuals	S6.1
K2	Collaborative working: the act of two or more people or organisations working together for a particular purpose Techniques: good relationships, written agreements, planning, agree goals/targets/ deadlines Apprentices will need to: <ul style="list-style-type: none"> <li>explain collaborative working techniques</li> <li>Explain how collaborative working enables delivery of objectives through others</li> </ul>	K6.2	S2	Conflict could be managed with team, managers, customers/ clients, suppliers or relevant others Apprentices will need to show how they have identified, managed and resolved conflict. This may be covered in one or more examples Evidence examples could include team meetings, project meetings, appraisals, presentations and other work products	S6.1

## DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill	Maps to standard
K3	Apprentices will need to: <ul style="list-style-type: none"> <li>• Explain how to share best practice</li> <li>• Explain the benefits of sharing best practice</li> </ul>	K6.2	S3	Good practice could be shared with team, managers, customers/clients or relevant others Evidence examples could include team meetings, project meetings, appraisals, presentations and other work products	S6.2
K4	Apprentices will need to: Identify common causes of conflict Describe conflict management styles Explain how to minimise the potential for conflict Causes include: personality, different values, different goals, competitiveness, pressure, experience, skills Conflict Management styles: Thomas-Kilmann Conflict Mode instrument, Interest- based relational approach	K6.3	S4	Apprentices will need to show that they have worked collaboratively with people inside and outside of the organisation Evidence examples could include team meetings, project meetings, appraisals, presentations and other work products	S6.2
			S5	Apprentices will need to show that they have asked for advice and support from others with specialist knowledge to enable them to deliver and achieve plans. Specialists could include people with detailed understanding of processes or systems Evidence examples could include team meetings, project meetings and other work products	S6.3

## Module 7 Communication

Know how to communicate in different forms and styles and how to present information and dealing with challenging conversations.

### ASSESSMENT CRITERIA

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K1	Explain interpersonal skills used in a business environment	K7.1	S1	Adapt communication style to meet the needs of others	S7.1
K2	Explain different forms and techniques of communication	K7.1	S2	Chair meetings that achieve organisational goals	S7.2
K3	Explain how to apply interpersonal skills and communication skills in a business	K7.1	S3	Use a range of media to present information	S7.2
			S4	Use active listening skills	S7.3
			S5	Use appropriate methods and timing to challenge others	S7.3
			S6	Provide constructive feedback to others	S7.3

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K1	Interpersonal skills could include: communication, emotional intelligence, team working, negotiation, persuasion and influencing skills, conflict resolution, problem solving, decision making	K7.1	S1	Evidence must include examples of written, verbal, non-verbal and digital communication Evidence examples could include team meetings, project meetings, appraisals, one-to-one's, management meetings, client/customer meetings and other work products	S7.1
K2	Forms and techniques of communication: written, verbal, non-verbal, digital, formal, informal, listening, feedback written, verbal, non-verbal and digital must be covered by the apprentice	K7.1	S2	Apprentices will need to: Chair meetings according to organisational requirements, ensuring correct planning and post meeting requirements are conducted. Evidence examples could include team meetings, project meetings, appraisals, one-to-one's, management meetings, client/customer meetings and other workproducts	S7.2

## DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K3	Apprentices will need to: Explain the uses of interpersonal and communication skills in a range of different situations. These should be in the context of a business environment	K7.1	S3	Apprentices will need to: Present information to both teams and management that is appropriate for the audience and in the correct format. The information must be correct and accurate and meet the needs of the presentation. A range of media must be used and could include: presentations Evidence examples could include team meetings, project meetings, appraisals, one-to-one's, management meetings and other work products	S7.2
			S4	Evidence examples could include team meetings, project meetings, appraisals, one-to-one's, management meetings, client/customer meetings, agendas and minutes from meetings, video clips, documentation of meetings and presentations, team feedback and other work products	S7.3
			S5	Evidence examples could include team meetings, project meetings, appraisals, one-to-one's, management meetings, client/customer meetings and other work products	S7.3
			S6	Evidence examples could include team meetings, project meetings, appraisals, one-to-one's, management meetings, client/customer meetings and other work products	S7.3

## Module 8 Self-awareness

Understand emotional intelligence and the impact performance and work styles has on others.

### ASSESSMENT CRITERIA

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K1	Describe the impact of own actions on the organisation and team	K8.1	S1	Reflect on own performance including the impact on others	S8.1
K2	Describe the features and uses of emotional intelligence	K8.1	S2	Reflect on own working style and its impact on others	S8.1
K3	Explain learning and behaviour styles relevant to business	K8.2			

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K1	Apprentices will need to identify their own actions and interpret the impact, both positive and negative, of those they work with and the organisation	K8.1	S1	Evidence examples could include Personal Development Plan, appraisals, coaching records, team meetings, 360 feedback and other work products	S8.1
K2	Emotional intelligence (Goleman); emotional awareness, ability to harness emotions and apply them to tasks, ability to manage emotions, (your own and others)	K8.1	S2	Evidence examples could include Personal Development Plan, appraisals, coaching records, team meetings, 360 feedback and other work products	S8.1
K3	Learning styles: Honey and Mumford, VARK Behaviour Styles: DISC	K8.2			

## Module 9 Management of Self

Know how to manage time and priorities and how to plan to achieve multiple tasks.

### ASSESSMENT CRITERIA

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K1	Explain techniques and tools for time management	K9.1	S1	Create a personal development plan in line with organisational procedures	S9.1
K2	Explain methods used to prioritise activities in a business environment	K9.1	S2	Manage workload and pressure using time management and prioritisation techniques	S9.2
K3	Describe approaches to planning and managing multiple tasks	K9.1			

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K1	Tools and Techniques: 'To do' lists, activity logs, diary management, electronic tools	K9.1	S1	Evidence examples must include a Personal Development Plan and could include evidence of appraisal meetings and performance reviews	S9.1
K2	Methods: Eisenhower's Urgent/important matrix, deadline review, consequence review, workload reviews	K9.1	S2	Tools and Techniques: 'To do' lists, activity logs, diary management, electronic tools Methods: Eisenhower's Urgent/important matrix, deadline review, consequence review, workload reviews Evidence examples could include extracts from tools used to manage workloads and other work products	S9.2
K3	Planning approaches could include: identifying priority of tasks, identifying timeframe of tasks, identifying resources of tasks	K9.1			

## Module 10 Decision Making

Know how to problem solve and make decisions and the impact ethics and values has on decision making.

### ASSESSMENT CRITERIA

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K1	Describe techniques used for problem solving in a business environment	K10.1	S1	Make decisions supported by critical analysis and evaluation	S10.1
K2	Explain techniques used for decision making in a business environment	K10.1	S2	Use effective techniques to solve problems	S10.2
K3	Explain how data analysis supports decision making	K10.1			
K4	Describe organisational values and ethics	K10.2			
K5	Explain how organisational values and ethics can impact decision making	K10.2			

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K1	Problem solving tools: SWOT, PEST analysis Problem Solving techniques: Plan Do Check Act (PDCA), Fishbone diagram	K10.1	S1	Evidence examples could include project meetings, team meetings, results of data analysis and other work products	S10.1
K2	Decision making techniques: Decision matrix analysis, Decision Tree	K10.1	S2	Problem solving tools: SWOT, PEST analysis Problem Solving techniques: Plan Do Check Act (PDCA), Fishbone diagram Evidence examples could include a report on how a problem was solved, issue/ problem logs and other work products	S10.2
K3	Data analysis: validating data, interpreting data, data cleaning	K10.1			
K4	Organisational values and ethics: Corporate Social Responsibility, environmental and sustainability, corruption.	K10.2			
K5	Apprentices will need to: Explain how decisions can be made based on the values and ethics of the organisation, regardless of the potential gains	K10.2			

## Module 11 Behaviours

The mapping for behaviours is for guidance and is only an example of the most likely modules in which the behaviour will be demonstrated. Behaviours can be assessed in any module.

	Ref	Behaviours Apprentices will need to:	Mapping
TAKES RESPONSIBILITY	B1	Demonstrate drive to achieve in all aspects of work	B1.1
	B2	Demonstrate resilience and accountability	B1.2
	B3	Demonstrate determination when managing difficult situations	B1.3
	B4	Seek new opportunities to support the organisation	B1.4
INCLUSIVE	B5	Demonstrate an open, approachable and authentic approach to others	B2.1
	B6	Demonstrate ability to build trust with others	B2.1
	B7	Seek views of others	B2.2
	B8	Show value for diversity	B2.2
AGILE	B9	Demonstrate the ability to be flexible to the needs of the organisation	B3.1
	B10	Use creative, innovative and enterprising approaches when seeking solutions to business needs	B3.2
	B11	Show a positive and adaptable approach to work	B3.3
	B12	Respond well to feedback and the need for change	B3.3
	B13	Be open to new ways of working	B3.4
PROFESSIONALISM	B14	Set an example to their team	B4.1
	B15	Demonstrate a fair, consistent and impartial approach with others	B4.1
	B16	Demonstrate an open and honest approach with others	B4.2
	B17	Operate within their organisations values	B4.3

## End-point Assessment Coverage

Each End-point Assessment will cover specific elements of the modules within the standard. This coverage is as follows.

### Professional discussion underpinned by a portfolio of evidence

The professional discussion will cover the following modules:

MODULE	COVERAGE
Operational management	K5, K10, K11, S6, S7, S8
Leading People	K1-K8, S1-S3
Managing People	K1-K5, S1-S3
Building Relationships	K1-K4, S1-S4
Communication	K1-K3, S2-S6
Self Awareness	K1-K3, S1, S2
Management of Self	S1
Behaviours	B1-B4, B5-B8, B11, B12, B14-B17

### Project proposal, presentation and questioning

The competency-based interview will cover the following modules:

MODULE	COVERAGE
Operational management	K1-K4, K6-K9, S1-S5, S9, S10
Project management	K1-K4, S1-S4
Finance	K1, K2, S1-S3
Leading People	S4
Building relationships	S5
Communication	S1
Management of self	K1 - K3, S2
Decision making	K1 -K5, S1, S2
Behaviours	B9, B10, B13

## Re-Assessment

If an apprentice fails an assessment, this will need to be completed again. Apprentices may complete the other End-point assessments while they prepare to complete the failed assessment.

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.

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 method only.

A re-sit does not require further learning, whereas a re-take does. The maximum grade awarded to a re-sit or re-take will be pass, unless the EPAO identifies exceptional circumstances accounting for the original fail. 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.

The timescales for a resit or retake is agreed between the employer and EPAO. A resit/retake is typically taken within 3 months of the EPA outcome notification.

For a list of the re-sit costs, please see the Innovate Awarding website. It is the responsibility of the employer and the employer provider/training provider to ensure that apprentices are ready to pass the End-point Assessments and it is expected that apprentices will pass the assessments first time.

## Assessment Overview

The End-point Assessor will review the evidence for each apprentice and grade the apprentice on the following scale: Fail/ Pass/Distinction. The End-point Assessor will make the final decision as to whether or not the standard has been met.

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

## Grading

The marks will be aggregated to provide an overall grade. The gradings are awarded on the following marks being achieved.

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

## Grading Requirements

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.

## Internal Quality Assurance

Internal quality assurance is conducted by Innovate Awarding. All assessments completed by an apprentice are subject to Innovate Awarding's Internal Quality Assurance Policy.

## External Quality Assurance

The external quality assurance organisation for the Operational/Departmental Manager standard is Institute for Apprenticeships. The external quality assurance organisation may require access to an apprentice's assessments and they may need to speak to the apprentice directly. Innovate Awarding has a responsibility to accommodate any reasonable request made by the external quality assurance organisation.

## Further Information

[www.innovateawarding.org/apprenticeshipstandards](http://www.innovateawarding.org/apprenticeshipstandards)

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