



## **Specification**

# **Level 5 Operations Manager v1.4**

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# Innovate Awarding

## Meet our Managing Director

Welcome to the Level 5 Operations Manager Apprenticeship. Our Innovate Awarding EPA Specifications are designed to ensure the employer, provider and apprentice have the appropriate support and guidance to allow successful completion of an apprenticeship, providing further confidence and assurance having chosen us as an End-Point Assessment Organisation.

We are an Ofqual approved End-Point Assessment Organisation (EPAO), experienced in operating within a regulated market. Driven by the employers we work in partnership with, we deliver End-Point Assessment (EPA) in the Health, Care, Education, Leadership, Management, Leisure, Customer Service, Creative, Hospitality, Retail, Transport and Logistics sectors.

Delivering an apprenticeship is an extremely rewarding role. We recognise the need for a clear specification, resources and support, so more valuable time can be spent delivering to an apprentice.

At Innovate Awarding we stand by our 'no surprises' approach to assessment, making an apprenticeship journey as simple as possible, ensuring the best chance of success for every apprentice who undertakes EPA with us.

***Charlotte Bosworth***

## About Innovate Awarding

We are an EPAO approved by the Education and Skills Funding Agency (ESFA) with a collaborative approach to doing business. We work with providers to deliver fit for purpose EPA, providing assessments for a wide range of apprenticeship Standards, certificating thousands of apprentices, continuing to learn and improve with each experience.

We have experienced and responsive teams to ensure the EPA experience is smooth and efficient, working closely with our provider partners ensuring a 'no surprises' approach to EPA for all apprentices.

Please see our website for the range of Standards we are approved to deliver:

<https://innovateawarding.org/end-point-assessment/apprenticeship-standards/>

# The Apprenticeship Standard and Assessment Plan

An Apprenticeship Standard details the knowledge, skills and behaviours (KSBs) required to be occupationally competent:

- **Knowledge** - the information, technical detail, and 'know-how' that someone needs to have and understand to successfully carry out the duties. Some knowledge will be occupation-specific, whereas some may be more generic.
- **Skills** - the practical application of knowledge needed to successfully undertake the duties. They are learnt through on and/or off-the-job training or experience.
- **Behaviours** - mindsets, attitudes or approaches needed for competence. Whilst these can be innate or instinctive, they can also be learnt. Behaviours tend to be very transferable. They may be more similar across occupations than knowledge and skills. For example, team worker, adaptable and professional.

Apprenticeships are an invaluable tool for upskilling in areas that matter most to employers. They are a highly effective route to recruit and train future talent, address skills shortages and develop careers across core parts of the business.

The Level 5 Operations Manager apprenticeship has been developed by employers working in the sector detailing the knowledge, skills and behaviours required to be occupationally competent and outlining the training and assessment journey for an apprentice.

The apprentice will typically spend 24 months on-programme, working towards the Level 5 Operations Manager Standard, combining practical training in a job with study. The extent of the on-programme time should be decided for each apprentice based on their prior learning, skills and experience. If employers are using this Standard for an existing employee, it is important to be aware that the role must represent new learning. Providers should support employers with this.

It is vital the apprentice is prepared and fully ready before they commence their EPA period, which is detailed in the Assessment Plan.

The EPA period will last five months, consisting of:

- Project with report
- Professional discussion, underpinned by a portfolio of evidence

## The Apprentice

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

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

The broad purpose of the occupation is a leadership role, with operational and project responsibilities. An operations manager will have responsibility for managing individuals or a team. They provide direction, instructions, and guidance to ensure the achievement of set goals. They are vital for the smooth functioning of all departments in any organisation and are often responsible for ensuring their function is correctly administered and maintained in line with legislation and the organisation's policies and procedures.

Operations managers will provide clear, and inclusive leadership and direction relating to their area of responsibility within an organisation. Typically, this involves setting, managing, and monitoring achievement of core objectives that are aligned to the overall strategic objectives of their organisation. In a smaller organisation they are also likely to contribute to the execution and achievement of the strategic objectives.

In their daily work, an employee in this occupation interacts with their colleagues from other internal departments such as operational functions, human resources, finance, legal, IT, sales and marketing, and project groups. Operations managers also interact with external stakeholders such as customers, clients, or suppliers. They may work in varied environments including in an office, onsite, or remotely and demonstrate a high level of flexibility and adaptability to meet the needs of the organisation.

An employee in this occupation will be responsible for leading and managing their operational function which includes accountability for developing team members, managing projects, planning, and reviewing workloads and resources, delivering operational plans, resolving problems, and building relationships internally and externally.

An operations manager may work as part of a network or in a team setting. They work within agreed budgets and available resources and report to senior leaders. They will be responsible for decision-making, and will guide or influence the decisions of others, including business continuity principles, collecting, and interpreting data to find trends, analysing resources, and identifying ways to improve efficiencies.

Operations managers will understand how their role supports the wider organisation structure. They will apply codes of practice, legislation, and regulations in respect of their organisation's areas of operation. This will apply not only to legal and ethical responsibilities, but will also include equity, diversity and inclusion, health and safety, and the sustainability impacts of the organisation.

## Off-the-Job Training

Off-the-job training is a statutory requirement for an English apprenticeship. It is training, which is received by the apprentice during the apprentice's normal working hours, for the purpose of achieving the knowledge, skills and behaviours of the approved apprenticeship the learner is completing.

It is an important aspect of apprenticeship training, as it gives the learner time to properly develop knowledge and skills from the programme.

Off-the-job training allows the learner to take full advantage of the programme, improving the return on investment in training costs for the employer. A developed and upskilled apprentice will lead to an increase in productivity, a clear benefit to the business.

Examples of off-the-job training include:

- Learning new skills at work through shadowing other members of the team, where this activity has been agreed and documented as part of the agreed training plan
- In-house training programmes relevant to the apprenticeship
- Coaching sessions
- Attendance at workshops, training days and webinars relevant to the apprenticeship
- Completion of online learning
- Self-study that includes reading or watching videos
- Training in new working practices or new equipment
- Role-playing or simulation exercises
- Industry visits/conferences relevant to apprenticeships
- Writing assessments, assignments and completing projects or activities
- Practical training or training in the workplace relevant to the apprenticeship

## Gateway

Gateway is the entry point to EPA, and it is vital that all parties understand its importance. It is the point at which the apprentice has completed their learning, met the requirements of the Level 5 Operations Manager Apprenticeship Standard, and the provider and employer have reviewed the apprentice's knowledge, skills and behaviours to confirm they satisfied the provider and employer that they are competent and ready to enter their EPA.

Employers are ultimately responsible for deciding when their apprentice is competent as an Operations Manager and ready to enter EPA. This decision should be taken after conversation with the provider and apprentice. It is vital this decision is based on each individual apprentice's readiness and not because they have reached the end of the initially agreed training period.

## Pre-Gateway Checks

Knowing when an apprentice is Gateway-ready is much more than simply checking the apprentice has completed their learning and obtained all the mandatory requirements outlined in the Level 5 Operations Manager Assessment Plan. Although this is important, it is about the provider, apprentice and employer being convinced that the apprentice is at the level of competence set out in the Standard and that they are prepared for the EPA, so they can claim that competency.

To pass through Gateway, the apprentice must have been in training for a minimum of 12 months. They must also have:

- Achieved Level 2 English and Maths
- Satisfied their employer that they are consistently working at, or above, the occupational competence of the Level 5 Operations Manager
- Compiled, and be ready to submit, a portfolio of 16 discrete pieces of evidence towards the professional discussion
- Have completed an on-programme project, which will form the basis of their written project report
- A signed declaration
- Declared any reasonable adjustments and special considerations

Readiness for Gateway includes confirming that the apprentice's portfolio meets the requirements of the knowledge, skills and behaviours set out within the Level 5 Operations Manager Standard. This will be confirmed at Gateway and documented on epaPRO. This notifies us that the apprentice is ready for their assessment and the EPA planning meeting will be organised.

## What happens during Gateway?

The apprentice must use the Project Evidence Locator and Project with Report Mock EPA Record as guidance to ensure that the written project report is the focus of the assessment, rather than the project itself, allowing the apprentice to meet the KSBs mapped to this assessment method.

## Assessment Booking

Applications for any reasonable adjustments and/or special considerations should be submitted prior to Gateway, to allow time to review the request before the planning meeting.

The planning meeting will be booked on epaPRO once Gateway documents have been reviewed and approved by us. The planning meeting will take place between the apprentice and an Innovate Awarding representative. The employer should also be present.

The purpose of the meeting is to allocate an Innovate Awarding Assessor, discuss assessment dates, confirm assessment timings, assessment requirements and assessment preparation. During the meeting we will discuss what happens if assessments are cancelled/rescheduled and how this could impact the EPA period, as well as providing information on certification and appeals.

The Level 5 Operations Manager 45 minute planning meeting will book assessment time slots for the:

- Project with report
- Professional discussion, underpinned by a portfolio of evidence

The provider may incur a charge for non-attendance of a planning meeting.

After the planning meeting, the apprentice will receive an email confirming everything discussed in the meeting and a calendar invite for all booked assessments. The apprentice will then prepare for EPA.



## Portfolio of Evidence Guidance

Employers will ensure their apprentice has compiled a portfolio of evidence during the on-programme period of the apprenticeship, which will be submitted at Gateway. It underpins the professional discussion but will not be assessed by us.

We will review the portfolio of evidence in preparation for the professional discussion prior to Gateway. Feedback is not required, although generally if Gateway is rejected due to the portfolio of evidence being inadequate, a courtesy email will be sent with an explanation, including the rejection reason on epaPRO.

Portfolio of evidence content and format are typically Word documents, presentations, video or audio recordings. You will upload the portfolio of evidence to epaPRO at Gateway, either by inserting a link to a SharePoint or including a zip file.

Portfolio of evidence requirements:

- The apprentice must compile a portfolio of evidence during the on-programme period of the apprenticeship
- It must contain evidence related to the knowledge, skills and behaviours (KSBs) that will be assessed by the professional discussion
- The portfolio of evidence will contain 16 discrete pieces of evidence
- Evidence must be mapped against the KSBs
- Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to a quantitative approach is suggested
- 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

Evidence sources may include:

- workplace documentation and records, for example:
  - workplace policies and procedures
- witness statements
- annotated photographs
- video clips with a maximum total duration 5 minutes; the apprentice must be in view and identifiable

This is not a definitive list; other evidence sources can be included.

The portfolio of evidence should not include reflective accounts or any methods of self-assessment. Any employer contributions should focus on direct observation of performance, for example, witness statements, rather than opinions.

# End-Point Assessment

## Assessment Methods

### Assessment Method 1: Project with Report

A project is undertaken and completed on programme and pre-gateway to the EPA. The project itself is not part of the EPA.

Examples of types of projects that could be used for the written project report are:

- Introduction of a new process, service, or product to the operational area.
- Identification and implementation of a change plan to improve efficiency or direct saving (e.g. percentage decrease in direct costs, reduction in headcount).
- Implementation of a performance improvement plan for the operational area, that required significant collaboration with wider stakeholders.
- Evaluation of an internal communications project that involved communicating change to different stakeholders.

The written project report output must be in the form of a report and presentation.

The apprentice may work as part of a team to complete the project, which could include internal colleagues or technical experts. The apprentice must however, complete their written project report and presentation unaided and they must be reflective of their own role and contribution. The apprentice and their employer must confirm this when the written project report and any presentation materials are submitted.

This assessment method is being used because:

- It allows for the assessment of KSBs that take place over a long period of time.
- It allows for a broad set of KSBs to be evidenced during the post-gateway period
- It assesses KSBs holistically.
- It can produce something that is of genuine business benefit to the apprentice's employer it allows the apprentice to directly demonstrate KSBs relating to communication and presentation.
- The written project report is designed to demonstrate the application of knowledge, skills, and behaviours as they would occur in occupational practice. Producing a written project report reflects

normal practice in the workplace for an operations leader, so this assessment method is appropriate for this role.

- It demonstrates the apprentice's understanding of their organisation and department.

## **Component 1: Written Project Report**

The apprentice must start the written project report after the gateway. The employer must ensure the apprentice has the time and resources, within the written project report period, to plan and complete their project. The research and project will be completed before the gateway.

The report must include at least:

- an executive summary
- an introduction
- the scope and business need of the project (including key performance indicators, aims and objectives)
- research and analysis outcomes
- project outcomes - did it deliver the benefits included? was it completed to time and cost?
- discussion of findings
- recommendations and conclusions
- references - from external resources
- appendix containing mapping of KSBs to the report.

The written project report must have a word count of 4000 words. A tolerance of 10% above or below is allowed at the apprentice's discretion. Appendices, references and diagrams are not included in this total.

The apprentice must produce and include a Project Evidence Locator as an appendix, showing how the report evidences the KSBs mapped to this assessment method.

The apprentice must complete and submit the written project report and any presentation materials to Innovate Awarding by the end of week 12 of the EPA period.

## Component 2: Presentation with Questions

The presentation with questions must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

The apprentice must prepare and deliver a presentation to the Innovate Awarding Assessor. After the presentation, the Innovate Awarding Assessor will ask the apprentice questions about their project, written project report and presentation.

The presentation should cover:

- An analysis of the internal and external factors that impacted the choice of project.
- A critical evaluation of the project activity justifying the reason for the project.
- Detail of the impact the project has had since it was completed.

The presentation with questions must last 60 minutes. This will typically include a presentation of 20 minutes and questioning lasting 40 minutes. The Innovate Awarding Assessor will use the full time available for questioning. The Innovate Awarding Assessor can increase the time of the presentation and questioning by up to 10%. This time is to allow the apprentice to complete their last point or respond to a question if necessary.

The apprentice may choose to end the assessment method early. The apprentice must be confident they have demonstrated competence against the assessment requirements for the assessment method. The Innovate Awarding Assessor must ensure the apprentice is fully aware of all assessment requirements. The Innovate Awarding Assessor cannot suggest or choose to end any assessment methods early (unless in an emergency). The Innovate Awarding Assessor is responsible for ensuring the apprentice understands the implications of ending an assessment early if they choose to do so. The Innovate Awarding Assessor may suggest the assessment continues. The Innovate Awarding Assessor must document the apprentice's request to end any assessment early.

The Innovate Awarding Assessor will ask at least six questions.

The purpose of the Innovate Awarding Assessor's questions is:

- To verify that the activity was completed by the apprentice.
- To seek clarification where required.
- To assess those KSBs that the apprentice did not have the opportunity to demonstrate with the report, although these should be kept to a minimum.
- To assess level of competence against the grading descriptors.

The apprentice must submit any presentation materials to the Innovate Awarding Assessor at the same time as the report - by the end of week 12 of the EPA period. The apprentice must notify the Innovate Awarding Assessor, at that point, of any technical requirements for the presentation.

During the presentation, the apprentice must have access to (if required):

- audio-visual presentation equipment
- a flip chart and writing and drawing materials
- a computer

The Innovate Awarding Assessor must have at least two weeks to review the project report and any presentation materials, to allow them to prepare questions.

The apprentice must be given at least two weeks' notice of the presentation with questions.

The presentation with questions must take place in a suitable venue selected by the Innovate Awarding Assessor. It should take place in a quiet room, free from distractions and influence.

The presentation with questions can be conducted by video conferencing.

## **Assessment Method 2: Professional Discussion, underpinned by a Portfolio of Evidence**

In the professional discussion, the Innovate Awarding Assessor and apprentice have a formal two-way conversation. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence.

This assessment method is being used because it:

- Assesses KSBs holistically and objectively.
- Allows for the assessment of KSBs that do not occur on a predictable or regular basis.
- Allows for assessment of responses where there are a range of potential answers.
- Can be conducted remotely, potentially reducing cost.

The Innovate Awarding Assessor will conduct and assess the professional discussion.

The purpose is to assess the apprentice's competence against the following themes:

- Managing and leading a team.
- Organisational governance.
- Operational planning.
- Stakeholder relationships.

The Innovate Awarding Assessor must give an apprentice two weeks' notice of the professional discussion. The Innovate Awarding Assessor must have at least two weeks to review the supporting documentation.

The apprentice must have access to their Portfolio of Evidence during the professional discussion. The apprentice can refer to and illustrate their answers with evidence from their Portfolio of Evidence however, the portfolio of evidence is not directly assessed.

The professional discussion must last for 60 minutes. The Innovate Awarding Assessor can increase the time of the professional discussion by up to 10%. This time is to allow the apprentice to respond to a question if necessary.

The apprentice may choose to end the assessment method early. The apprentice must be confident they have demonstrated competence against the assessment requirements for the assessment method. The Innovate Awarding Assessor must ensure the apprentice is fully aware of all assessment requirements. The Innovate Awarding Assessor cannot suggest or choose to end any assessment methods early (unless in an emergency). The Innovate Awarding Assessor is responsible for ensuring the apprentice understands the implications of ending an assessment early if they choose to do so. The Innovate Awarding Assessor may suggest the assessment continues. The Innovate Awarding Assessor must document the apprentice's request to end any assessment early.

The Innovate Awarding Assessor will ask at least six questions. Follow-up questions are allowed where clarification is required.

The presentation with questions must take place in a suitable venue selected by the Innovate Awarding Assessor. It should take place in a quiet room, free from distractions and influence. The presentation with questions can be conducted by video conferencing.

## Grading

Performance in the EPA determines the overall grade of:

- Distinction
- Pass
- Fail

The Innovate Awarding Assessor will individually grade the written project report with presentation and questions and professional discussion underpinned by a portfolio of evidence in line with this EPA plan.

The Innovate Awarding Assessor will combine the individual assessment method grades to determine the overall EPA grade.

If the apprentice fails one assessment method or more, they will be awarded an overall fail.

To achieve an overall pass, the apprentice must achieve at least a pass in all the assessment methods. To achieve an overall EPA distinction, the apprentice must achieve a distinction in both assessment methods.

Grades from individual assessment methods must be combined in the following way to determine the grade of the EPA overall.

Written Project Report With Presentation and Questions	Professional Discussion Underpinned by a Portfolio of Evidence	Overall Grading
Distinction	Distinction	Distinction
Distinction	Pass	Pass
Pass	Distinction	Pass
Pass	Pass	Pass
Pass	Fail	Fail
Fail	Pass	Fail
Fail	Fail	Fail

# Grading Descriptors

## Assessment Method 1: Project with report

Theme: Project Scope and Planning		
Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
<b>K6</b> Methods for researching, analysing, interpreting and evaluating data to inform judgements and enable decision making. <b>S2</b> Identify problems and provide solutions.	Explains how they identify problems and use methods for researching, analysing interpreting, and evaluating data to inform judgements and provide solutions. <b>(K6, S2)</b>	N/A
<b>K8</b> How to identify and manage organisational improvement opportunities. <b>K10</b> Methods used to identify, manage and prioritise stakeholder relationships. <b>S16</b> Influence and negotiate with stakeholders to shape and agree goals and outcomes.		
<b>K17</b> Change management concepts and methods for implementing change within the organisation.	Describes the change management concepts and the methods they use to implement change within their organisation in line with the project brief. <b>(K17)</b>	N/A
<b>K11</b> The current and future needs of the sector and the impact on their organisation. <b>S15</b> Identify and respond to external factors that may influence the future landscape and evaluate their impact on the organisation.	Explains how they identify the current and future needs of the sector and respond to any external factors that may influence the future landscape and evaluates their impact on the organisation. <b>(K11, S15)</b>	Critically analyses the current and future needs of the organisation. <b>(K11)</b>
		N/A



Theme: Project Implementation		
Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
<p><b>K5</b> IT and software tools used to support the current and future needs of the organisation, including advances in technology.</p> <p><b>S8</b> Use digital tools to analyse information and monitor performance and budgets to drive the implementation and delivery of plans and projects.</p>	<p>Explains how they use IT and software tools to support the needs of the organisation, including advances in technology, and use digital tools to analyse information and monitor performance and budgets to drive the implementation and delivery of plans and projects (<b>K5, S8</b>)</p>	<p><b>N/A</b></p>
<p><b>K7</b> Financial management techniques and implications of decisions for budgets.</p> <p><b>K9</b> Project management tools and techniques.</p> <p><b>S5</b> Manage and influence project activity to deliver within budget and resource requirements.</p> <p><b>B3</b> Takes accountability and ownership of their own and the team's tasks and workload.</p>		
<p><b>K12</b> Problem solving and decision-making techniques.</p> <p><b>K13</b> Influencing and negotiation models and techniques.</p>	<p>Outlines the problem solving, decision making, influencing, and negotiating models and techniques they used in the project. (<b>K12, K13</b>)</p>	<p><b>N/A</b></p>
<p><b>S9</b> Research, interpret and analyse information to inform the implementation of business plans or projects.</p> <p><b>B6</b> Works collaboratively with others across the organisation and stakeholders.</p>		
<p><b>S12</b> Manage continuous improvement and change for their team and organisation.</p> <p><b>B5</b> Works flexibly and adapts to circumstances.</p>	<p>Explains how they work flexibly and adapt to change when managing continuous improvement and change for their team and organisation. (<b>S12, B5</b>)</p>	<p>Evaluates their approach to managing continuous improvement and change within the project. (<b>S12</b>)</p>

Theme: Evaluation and Recommendations		
Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
<b>K1</b> Presentation skills and methods. <b>K15</b> Communication techniques and approaches. <b>S1</b> Communicate and present information to stakeholders using different types of media.	Selects and applies different communication techniques and methods to present information to stakeholders. <b>(K1, K15, S1)</b>	N/A
<b>S10</b> Evaluate the impact of outcomes from organisational plans or projects to drive the decision-making process.	Evaluates the impact of outcomes from organisational plans or projects to drive the decision-making process. <b>(S10)</b>	N/A

### Assessment Method 2: Professional discussion underpinned by a portfolio of evidence

Theme: Managing and leading a team		
Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
<b>K20</b> The continuous development requirements and learning needs of their team. <b>S4</b> Analyse performance data for individuals and teams to identify areas for improvement.	Analyses performance data for individuals and teams to identify areas for improvement, continuous development requirements and learning needs. <b>(K20, S4)</b>	N/A
<b>S19</b> Manage and facilitate learning and continuous professional development for their team. <b>B4</b> Seeks learning opportunities and continuous professional development for self and the wider team.	Proactively seeks, manages, and facilitates learning opportunities and continuous professional development for themselves and their wider team. <b>(S19, B4)</b>	N/A

<p><b>K14</b> Conflict resolution and mediation processes.</p> <p><b>K16</b> Ethics and values-based leadership theories and principles, for example employee wellbeing.</p> <p><b>K18</b> Leadership and management tools and techniques.</p> <p><b>S3</b> Manage and set goals and accountabilities for individuals and teams.</p> <p><b>B1</b> Acts professionally, ethically and with integrity.</p>	<p>Evaluates how their use of leadership and management tools and techniques helps them to lead and manage a team ethically, set goals and accountabilities, and mediate and resolve any conflicts. <b>(K14, K16, K18, S3, B1)</b></p>	<p><b>N/A</b></p>
<p><b>K4</b> Approaches to people management, for example recruitment, performance management, reward, and talent management and resource planning.</p> <p><b>K24</b> Coaching and mentoring techniques.</p> <p><b>S7</b> Motivate team members and individuals through collaborative activities, for example one-to-one coaching and team meetings, to achieve organisational goals.</p> <p><b>S20</b> Coach and mentor individuals within their team.</p>	<p>Outlines the people management techniques and collaborative activities they use to coach, mentor, and motivate individuals in their team to achieve organisational goals. <b>(K4, K24, S7, S20)</b></p>	<p>Critically evaluates their people management approach to motivating team members and individuals. <b>(K4, S7)</b></p> <p>Evaluates the impact coaching and mentoring techniques have on individuals in their team. <b>(K24, S20)</b></p>
<b>Theme: Organisational governance</b>		
<b>Assessed Criteria</b>	<b>Pass Grading Descriptor</b>	<b>Distinction Grading Descriptor</b>
<p><b>K2</b> Relevant regulation and legislation requirements, and their impact on their team, the individual, their role and the organisation.</p> <p><b>K22</b> Organisational policies and procedures, for example health and safety.</p> <p><b>S11</b> Interpret and implement the practical application of regulation, legislation and organisational policies for stakeholders.</p>	<p>Applies organisational policies and procedures, and relevant regulatory and legislative requirements while considering their impact on the team, the individual, their role, and the organisation, and interprets and communicates the practical implications of these for stakeholders. <b>(K2, K22, S11)</b></p>	<p><b>N/A</b></p>

<p><b>K3</b> Legislation and organisational policies relating to equity, diversity and inclusion in the workplace and their impact on the organisation and stakeholders.</p>	<p>Proactively applies organisational policies and legislative guidelines to lead and influence the team and individuals to support an inclusive culture of equity, diversity, and the promotion of well-being. <b>(K3, S6)</b></p>	<p>Evaluates their approach to supporting, delivering, and promoting equity, diversity, inclusion, and wellbeing in terms of impact on the workplace. <b>(K3, S6)</b></p>
<p><b>S6</b> Lead and influence the team and individuals to support an inclusive culture of equity, diversity, and the promotion of well-being.</p>		
<b>Theme: Operational planning</b>		
<b>Assessed Criteria</b>	<b>Pass Grading Descriptor</b>	<b>Distinction Grading Descriptor</b>
<p><b>K19</b> The sector in which the organisation operates and its impact on their role.</p>	<p>Analyses and prioritises organisational activities in response to the operating environment and the impact this has on their role. <b>(K19, S13)</b></p>	<p><b>N/A</b></p>
<p><b>S13</b> Analyse and prioritise organisation activities in response to the operating environment.</p>		
<p><b>K21</b> Business continuity principles, including risk assessment, contingency planning and disaster recovery.</p>	<p>Justifies the business continuity principles they apply to ensure the uninterrupted operation of critical functions. <b>(K21, S14)</b></p>	<p>Evaluates the extent to which business continuity principles they apply have ensured the uninterrupted operation of critical functions. <b>(K21, S14)</b></p>
<p><b>S14</b> Implement business continuity plans, including risk assessment, contingency planning and disaster recovery, to ensure the uninterrupted operation of critical functions.</p>		
<p><b>K23</b> Responsible organisation policies and practices covering social, environmental, and economic factors, including sustainability.</p>	<p>Explains how organisation policies and practices were followed to deliver sustainable services and solutions which enable the organisation to respond to changes in social, economic, and environmental factors. <b>(K23, S18)</b></p>	<p>Evaluates the extent to which organisation policies and practices followed to deliver sustainable services and solutions enabled the organisation to respond to changes in social, economic, and environmental factors. <b>(K23, S18)</b></p>
<p><b>S18</b> Deliver sustainable services and solutions which allow the organisation to respond to changes in social, economic and environmental factors.</p>		

<b>K25</b> The strategic direction of the organisation and the impact on operational plans.	Evaluates the degree to which operational plans they have developed and implemented align with the strategic direction of the organisation. <b>(K25, S21)</b>	<b>N/A</b>
<b>S21</b> Develop and implement operational plans that align with the strategic direction of the organisation.		
<b>Theme: Stakeholder relationships</b>		
<b>Assessed Criteria</b>	<b>Pass Grading Descriptor</b>	<b>Distinction Grading Descriptor</b>
<b>S17</b> Manage relationships across multiple and diverse stakeholders.	Explains how they manage relationships across multiple and diverse stakeholders, ensuring they are treated fairly, inclusively and with respect. <b>(S17, B2)</b>	Evaluates the impact of their approach to managing stakeholder relationships and recommends improvements. <b>(S17, B2)</b>
<b>B2</b> Supports an inclusive culture, treating colleagues and stakeholders fairly and with respect.		

## **Annex 1: Assessment Plan and Occupational Standard**

The Level 5 Operations Manager Occupational Standard and the latest version of the Assessment Plan can be accessed by following this link:

<https://www.instituteforapprenticeships.org/apprenticeship-standards/operations-manager-v1-4>

**Level 5 Operations Manager**

**Version 1.4**

**Reference: ST0385**

**Sector: Business and Administration**

**EQA Organisation: Ofqual**

## Annex 2: Additional Information

### Results and Certifications

All final assessment component results are published on epaPRO within **10 working days** of the assessment taking place.

We will submit a certificate claim with the ESFA within 15 working days after the final result has been uploaded to epaPRO. The ESFA will send the certificate directly to the employer.

For replacement certificates a request must be emailed to [epa@innovateawarding.org](mailto:epa@innovateawarding.org). Within two days of receiving the email, a replacement certificate will be requested from the ESFA.

### Re-sits and Re-takes

If the apprentice fails one assessment method or more, they can take a re-sit or a re-take at their employer's discretion. The apprentice's employer needs to agree that a re-sit or re-take is appropriate. A re-sit does not need further learning, whereas a re-take does. The apprentice should have a supportive action plan to prepare for a re-sit or a re-take.

The employer and the Innovate Awarding Assessor should agree the timescale for a re-sit or re-take. A re-sit is typically taken within two 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 three months of the EPA outcome notification.

If the apprentice fails the project assessment method, they must amend the project output in line with the Innovate Awarding Assessor's feedback. The apprentice will be given four weeks to rework and submit the amended report.

Failed assessment methods must be re-sat or re-taken within a six-month period from the EPA outcome notification, otherwise the entire EPA will need to be re-sat or re-taken in full.

Re-sits and re-takes are not offered to an apprentice wishing to move from pass to a higher grade.

The apprentice will get a maximum EPA grade of pass if they need to re-sit or re-take one or more assessment methods, unless the Innovate Awarding determines there are exceptional circumstances.

## Reasonable Adjustments, Special Considerations and Appeals

Information on reasonable adjustments, special considerations and the appeals process can be accessed by using this link:

<https://innovateawarding.org/end-point-assessment/apprentice-information>

## Version Record

Innovate Awarding continuously review all support material to ensure its accuracy. All amendments will be recorded in the Version Record.

Version Number	Effective From	Reason for Change	Location

Please ensure that you use the current version.

All enquiries relating to the version change of the document should be directed to [epa@innovateawarding.org](mailto:epa@innovateawarding.org)





Innovate Awarding  
Block F, 291 Paintworks, Arnos Vale,  
Bristol, BS43AW

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

 [contactus@innovateawarding.org](mailto:contactus@innovateawarding.org)

 +44 (0)117 314 2800