

## Operations/ Departmental Manager Apprenticeship



An operations/departmental manager is responsible for managing teams and/or projects, and achieving goals and objectives as part of the delivery of the organisation's strategy. They are accountable to a more senior manager or the 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.

### Entry

Employers will set their own entry requirements in order to start on this apprenticeship.

### Duration

Typically this apprenticeship will take 18 months.

### Qualification (Optional)

There is an option to complete the Level 5 Diplomas in Management & Leadership which could run concurrently with the Operations/Departmental Manager Apprenticeship.

### Progression

On completion all apprentices will be eligible to register as full members of the Chartered Management Institute to support their professional career development and progression.

### Level

This apprenticeship standard is set at level 5.

### Functional Skills

If the employee does not have maths and English GCSE passes at grade C or above, they will need to pass maths and English Functional Skills level 2 during their Apprenticeship.

### End Assessment

To achieve this apprenticeship standard, the employer, training provider and apprentice will agree when the apprentice is competent and ready to undertake the independent End Point Assessment.

### Professional Trainers

Alongside the apprentice they will agree on a personal learning and development plan, setting a timetable of learning activities in preparation for the End Point Assessment (EPA).

The Vocational Trainer will meet with the apprentice regularly either online or face to face to complete and review assessments, provide further coaching where required and agree the next steps of learning.



	<p><b>Knowledge and Understanding</b> What is required (through formal learning and applied according to business environment)</p> <p><b>Organisational Performance - delivering results</b></p>
<b>Operational Management</b>	Understand operational management approaches and models, including creating plans to deliver objectives and setting KPIs. Understand business development tools (eg SWOT), and approaches to continuous improvement. Understand operational business planning techniques, including how to manage resources, development of sales and marketing plans, setting targets and monitoring performance. Knowledge of management systems, processes and contingency planning. Understand how to initiate and manage change by identifying barriers and know how to overcome them. Understand data security and management, and the effective use of technology in an organisation
<b>Project Management</b>	Know how to set up and manage a project using relevant tools and techniques, and understand process management. Understand approaches to risk management
<b>Finance</b>	Understand business finance: how to manage budgets, and financial forecasting
	<b>Interpersonal Excellence - managing people and developing relationships</b>
<b>Leading People</b>	Understand different leadership styles, how to lead multiple and remote teams and manage team leaders. Know how to motivate and improve performance, supporting people using coaching and mentoring approaches. Understand organisational cultures and diversity and their impact on leading and managing change. Know how to delegate effectively
<b>Managing People</b>	Know how to manage multiple teams, and develop high performing teams. Understand performance management techniques, talent management models and how to recruit and develop people
<b>Building Relationships</b>	Understand approaches to partner, stakeholder and supplier relationship management including negotiation, influencing, and effective networking. Knowledge of collaborative working techniques to enable delivery through others and how to share best practice. Know how to manage conflict at all levels
<b>Communication</b>	Understand interpersonal skills and different forms of communication and techniques (verbal, written, non-verbal, digital) and how to apply them appropriately
	<b>Personal Effectiveness - managing self</b>
<b>Awareness of Self</b>	Understand own impact and emotional intelligence. Understand different and learning and behaviour styles
<b>Management of Self</b>	Understand time management techniques and tools, and how to prioritise activities and the use of different approaches to planning, including managing multiple tasks
<b>Decision Making</b>	Understand problem solving and decision making techniques, including data analysis. Understand organisational values and ethics and their impact on decision making.

	<b>Skills</b> What is required (acquired and demonstrated through continuous professional development)
	<b>Organisational Performance - delivering results</b>
<b>Operational Management</b>	Able to input into strategic planning and create plans in line with organisational objectives. Support, manage and communicate change by identifying barriers and overcoming them. Demonstrate commercial awareness, and able to identify and shape new opportunities. Creation and delivery of operational plans, including setting KPIs, monitoring performance against plans. Producing reports, providing management information based on the collation, analysis and interpretation of data
<b>Project Management</b>	Plan, organise and manage resources to deliver required outcomes. Monitor progress, and identify risk and their mitigation. Able to use relevant project management tools
<b>Finance</b>	Able to monitor budgets and provide reports, and consider financial implications of decisions and adjust approach/recommendations accordingly
	<b>Interpersonal Excellence - managing people and developing relationships</b>
<b>Leading People</b>	Able to communicate organisational vision and goals and how these to apply to teams. Support development through coaching and mentoring, and enable and support high performance working. Able to support the management of change within the organisation
<b>Managing People</b>	Able to manage talent and performance. Develop, build and motivate teams by identifying their strengths and enabling development within the workplace. Able to delegate and enable delivery through others
<b>Building Relationships</b>	Able to build trust, and use effective negotiation and influencing skills and manage conflict. Able to identify and share good practice, and work collaboratively with others both inside and outside of the organisation. Use of specialist advice and support to deliver against plans
<b>Communication</b>	Able to communicate effectively (verbal, non-verbal, written, digital) and be flexible in communication style. Able to chair meetings and present using a range of media. Use of active listening, and able to challenge and give constructive feedback
	<b>Personal Effectiveness - managing self</b>
<b>Awareness of Self</b>	Able to reflect on own performance, working style and its impact on others
<b>Management of Self</b>	Able to create a personal development plan. Use of time management and prioritisation techniques
<b>Decision Making</b>	Able to undertake critical analysis and evaluation to support decision making. Use of effective problem solving techniques

	<b>Behaviours</b> What is required (developed and exhibited in the workplace)
<b>Takes Responsibility</b>	Drive to achieve in all aspects of work. Demonstrates resilience and accountability. Determination when managing difficult situations. Seeks new opportunities
<b>Inclusive</b>	Open, approachable, authentic, and able to build trust with others. Seeks the views of others and values diversity
<b>Agile</b>	Flexible to the needs of the organisation. Is creative, innovative and enterprising when seeking solutions to business needs. Positive and adaptable, responding well to feedback and need for change. Open to new ways of working
<b>Professionalism</b>	Sets an example, and is fair, consistent and impartial. Open and honest. Operates within organisational values

# Independent End Point Assessment

The end point assessment will only commence once the employer, apprentice and EDN Vocational Trainer are confident that the apprentice has developed all the knowledge, skills and behaviours defined in the apprenticeship standard and clearly evidenced by the on-programme progression review meetings and records.

## Summary of Independent End Point Assessment Process

The apprentice will be assessed to the apprenticeship standard using complementary assessment methods below. The assessment is synoptic, i.e. takes a view of the overall performance of the apprentice in their job. The assessment activities will be completed by the independent End Point Assessment organisation.



### Professional discussion, underpinned by a portfolio of evidence

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.



### Project proposal, presentation and questioning

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 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 and 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.



### Completion

The Independent end assessor confirms that each assessment element has been completed. The apprenticeship includes Fail, Pass and Distinction grades with the final grade based on the apprentice's combined performance in each assessment activity. 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. 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.

For more information on grading criteria please refer to the apprenticeship standard assessment plan by searching via: <https://www.instituteforapprenticeships.org/>

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