

# **Highfield Level 5 End-Point Assessment for ST0385 Operations/Departmental Manager**

## End-Point Assessment Kit



# Highfield Level 5 End-Point Assessment for ST0385 Operations/Departmental Manager

## EPA Kit

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# How to use this EPA kit

Welcome to the Highfield end-point assessment kit for the Operations/Departmental Manager Apprenticeship Standard.

Highfield is an independent end-point assessment organisation that has been approved to offer and carry out the independent end-point assessments for the Level 5 Operations/Departmental Manager Apprenticeship Standard. Highfield internally quality assures all end-point assessments in accordance with its IQA process. Additionally, all end-point assessments are externally quality assured by the relevant EQA organisation.

This kit is designed to outline all you need to know about the end-point assessments for this standard and will also provide an overview of the on-programme delivery requirements. In addition, advice and guidance for trainers on how to prepare apprentices for the end-point assessment is included. The approaches suggested are not the only ways in which an apprentice may be prepared for their assessments, but trainers may find them helpful as a starting point.

Highfield also offers the Highfield Operations/Departmental Manager Apprenti-kit that is a comprehensive learning resource, which is designed to be used on-programme.

For more information, please go to the Highfield Products website. Please note that the use of this kit is not a prerequisite for apprentices undertaking the Operations/Departmental Manager end-point assessment.

## Key facts

<b>Apprenticeship standard:</b>	Operations/Departmental Manager
<b>Level:</b>	5
<b>On-programme duration:</b>	Typically 30 months
<b>Grading:</b>	Pass/merit/distinction
<b>End-point assessment methods:</b>	Knowledge test; structured, competency-based interview; presentation and Q&A on a work-based project; portfolio of evidence; and professional discussion of a CPD activity

**In this kit, you will find:**

- a section focused on delivery, where the standard and assessment criteria are presented in a suggested format that is suitable for delivery
- guidance on how to prepare the apprentice for gateway
- detailed information on which part of the standard is assessed by which assessment method
- a section focused on the end-point assessment method where the assessment criteria are presented in a format suitable for carrying out 'mock' assessments
- suggestions on how to prepare the apprentice for each part of the end-point assessment

# Introduction

## Standard overview

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An Operations/Departmental Manager is someone who manages teams and/or projects and has responsibility for planning, delivering and achieving departmental goals and objectives as part of the organisation's strategy. They are accountable to a more senior manager or business owner and may work in the private, public or third sector in an organisation of any size.

Roles may include operations manager, regional manager, divisional manager, department manager and specialist managers.

On completion, apprentices can register as full members with the Chartered Management Institute or the Institute of Learnership & Management, and those with 3 years' management experience can apply for chartered manager status through the CMI.

## On-programme requirements

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Although learning, development and on-programme assessment is flexible, and the process is not prescribed, the following is the recommended baseline expectation for an apprentice to achieve full competence in line with the Operations/Departmental Manager Apprenticeship Standard.

The on-programme assessment approach will be agreed between the training provider and employer. This on-programme assessment will give an ongoing indication of an apprentice's performance against the final outcomes defined in the standard. The training programme leading to end-point assessment should cover the breadth and depth of the standard using suggested on-programme assessment methods that integrate the knowledge, skills and behaviour components, and which ensure that the apprentice is sufficiently prepared to undertake the end-point assessment.

It is recommended, but not required, that the on-programme assessment includes:

- the completion and achievement of a relevant level 5 diploma in leadership and management, or equivalent management qualification recognised by Ofqual, equating to at least 370-hours total qualification time (37 credits). Where a qualification is not used, there should be provision of underpinning knowledge and training with regular assessments to an equivalent standard, quality and scope, which can be evidenced.
- registration with a relevant professional body to provide access to management resources, wider networks, and CPD activities.

- regular performance reviews undertaken by the employer
- development of a personal development plan (PDP).
- observations (recorded by the training provider).\*
- ongoing professional discussions between apprentice and training provider relating to projects and assignments (recorded by the training provider).\*
- feedback from line manager, peers and direct reports (including 180/360-degree feedback or equivalent).

\*It is recommended that where possible, the evidence collected makes use of video or audio technologies.

Throughout the period of learning and development, and at least quarterly, the apprentice should meet with the on-programme assessor to record their progress against the standard. At these reviews, evidence should be discussed and recorded by the apprentice. The maintenance of an on-programme record is important to support the apprentice, on-programme assessor and employer in monitoring the progress of learning and development and to determine when the apprentice has achieved full competence in their job role and is therefore ready for end-point assessment.

### **On-programme portfolio of evidence**

The apprentice **must develop a portfolio of evidence while on-programme**, supported by their employer/training provider. It should enable them to show how they have applied their knowledge and understanding and demonstrated the required behaviours in a real work environment to achieve real work objectives. The portfolio of evidence will typically comprise different types of evidence that should be selected to provide evidence of the apprentices' ability to apply and demonstrate management and leadership concepts. Part of the portfolio of evidence will form part of their end-point assessment and will be assessed against the criteria laid out later in this document. Evidence may include reports, assignments, evidence of tasks undertaken, observations, managers' reports, emails and customer comments.

The portfolio must be accompanied by a portfolio matrix. This can be downloaded from our website. The portfolio matrix must be fully completed, including a declaration by the employer and the apprentice to confirm that the portfolio is valid and attributable to the apprentice. The portfolio of evidence must be submitted to Highfield at gateway.

### **Work-based project**

The apprentice must also **undertake a work-based project during the last 6 months of their apprenticeship** – this will form the basis of their presentation and a subsequent Q&A session. Training providers should work with the employer and apprentice to agree the project title and the specification of what must be delivered on completion of the project at an early stage. The project should normally be based on an agreed business problem which forms part of the apprentice's usual role and which enables them to demonstrate their understanding of commercial pressures and the application of their thinking and problem-solving skills.

The project should be conducted as part of the apprentice's normal work and will typically be undertaken at the employer's premises. The employer should make allowance, in terms of time and resource (for example, tools and systems) for the project to be planned, undertaken and written up. Any elements that need to be undertaken outside of normal work should be agreed between the employer, apprentice and training provider so that apprentices are not disadvantaged in any way from performing their job and undertaking the project.

The work-based project must be submitted to the end-point assessor at gateway.

## **Use of Artificial Intelligence (AI) in the EPA**

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Where AI has been used as part of the apprentice's day-to-day work and forms part of a project report, presentation, or artefact, it should be referenced as such within the work. AI must not be used to produce the report or portfolio.

Where AI has been used as part of a portfolio that underpins an interview or professional discussion or any other assessment method, it should be fully referenced within the portfolio.

## **Additional, relevant on-programme qualification**

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The Highfield Level 5 Diploma in Operations and Departmental Management (RQF) is available as a qualification that may be taken alongside the Operations/Departmental Manager Apprenticeship Standard to help structure the on-programme delivery. This qualification is recognised by Ofqual and equates to 370-hours of total qualification time (37 credits).

## **Readiness for end-point assessment**

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In order for an apprentice to be ready for the end-point assessments:

- they must have achieved level 2 English and maths and it is recommended that they are digitally literate where this is important to their role.
- they must have gathered a portfolio of evidence against the required standards to be put forward as a component of the end-point assessment.
- they must have completed a work-based project and must be able to submit this to Highfield to allow the end-point assessor to prepare for their presentation and Q&A.
- the line manager (employer) must be confident that the apprentice has developed all the knowledge, skills and behaviours defined in the apprenticeship standard and that the apprentice is competent in performing their role. To ensure this, the apprentice

must attend a formal meeting with their employer to complete the gateway readiness report.

- the apprentice and the employer should then engage with Highfield to agree a plan and schedule for each assessment activity to ensure all components can be completed within the end-assessment window. The assessment plan does not specify an assessment window for this standard. Highfield suggests a 3-month assessment window that starts from the attempt of the first activity. Further information about the gateway process is covered later in this kit.

If you have any queries regarding the gateway requirements, please contact your EPA Customer Engagement Manager at Highfield Assessment.

## Order of end-point assessments

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The recommended order of end-point assessment is:

- knowledge test
- presentation of work-based project with Q&A
- structured, competency-based interview
- professional discussion of the CPD activity
- assessment of the portfolio of evidence

## Retake and resit information

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If an apprentice fails an end-point assessment method, it is the employer, provider and apprentice's decision whether to attempt a resit or retake. If a resit is chosen, please call the Highfield scheduling team to arrange the resit. If a retake is chosen, the apprentice will require a period of further learning and will need to complete a retake checklist. Once this is completed, please call the Highfield scheduling team to arrange the retake.

When undertaking a resit or retake, the assessment method(s) will need to be re-attempted in full, regardless of any individual assessment criteria that were passed on any prior attempt. The EPA Report will contain feedback on areas for development and resit or retake guidance.

Apprentices who achieve a pass grade cannot resit or retake the EPA to achieve a higher grade.

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# The Highfield approach

This section describes the approach Highfield has adopted in the development of this end-point assessment in terms of its interpretation of the requirements of the end-point assessment plan and other relevant documents.

## Documents used in developing this end-point assessment

Standard (2016)

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

End-point assessment plan (2017 ST 0385 AP02)

<https://www.instituteforapprenticeships.org/media/1496/operations-departmental-manager-assessment-plan-revised-25-10-17.pdf>

## Specific considerations

All of the evidence criteria used within the end-point assessment have been written by Highfield and are based on the Operations/Departmental Manager apprenticeship standard and assessment plan.

The assessment plan does not specify the length of each assessment component and so Highfield has designated the following time periods, based on the criteria to be covered.

## Knowledge test

Highfield has set the knowledge test to contain 30-multiple choice questions totalling 30 marks, that must be completed within 90 minutes. The following criteria will be applied:

- to achieve a **pass**, apprentices will score 15 or above
- **unsuccessful** apprentices will have scored 14 or below

## Presentation of work-based project and Q&A

The assessment plan does not specify the areas of the apprenticeship standard to be covered by the presentation and Q&A on the work-based project. To remove over-assessment of the topics listed within the standard, Highfield has selected the areas that are the most appropriate fit for this assessment method.

Total mark available for this component is 20. The following criteria will be applied:

- to achieve a **pass**, apprentices will achieve 10 marks or above
- **unsuccessful** apprentices will have achieved 9 marks or below

The assessment plan indicates that this assessment component will be assessed by a panel consisting of the end-point assessor, the training provider and employer. In the interests of standardisation, employers and training providers will be allowed to be present during the assessment however they will **not** be permitted to ask questions or contribute to the assessment process. They may assist by providing support by contextualising or using terminology that the apprentice better understands.

#### Competency-based interview

Highfield has designated 1 hour for the competency-based interview. Total mark available for this component is 20. The following criteria will be applied:

- to achieve a **pass**, apprentices will achieve 10 marks or above
- **unsuccessful** apprentices will have achieved 9 marks or below

#### Professional discussion

The professional discussion will focus on a CPD activity. Highfield has written 4 assessment criteria for this component and total mark available is 10. It will last approximately 30 minutes. The following criteria will be applied:

- to achieve a **pass**, apprentices will achieve 5 marks or above
- **unsuccessful** apprentices will have achieved 4 marks or below

#### Portfolio of evidence

To remove over-assessment of the topics listed within the apprenticeship standard, Highfield has ensured the portfolio of evidence will assess the remaining knowledge, skills and behaviours not already assessed by the knowledge test, competency-based interview, presentation and Q&A on work-based project or the professional discussion. The evidence within their portfolio must be their own work and may have been collated during the on-programme part of their apprenticeship.

Total mark available for this component is 20. The following criteria will be applied:

- to achieve a **pass**, apprentices will achieve 10 marks or above
- **unsuccessful** apprentices will have achieved 9 marks or below

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# Gateway

## How to prepare for gateway

After apprentices have completed their on-programme learning, they should be ready to pass through 'gateway' to their end-point assessment.

Gateway is a meeting that should be arranged between the apprentice, their employer and training provider to determine that the apprentice is ready to undertake their end-point assessment. The apprentice should prepare for this meeting by bringing along work-based evidence, including:

- customer feedback
- recordings
- manager statements
- witness statements

As well as evidence from others, such as:

- mid and end-of-year performance reviews
- feedback to show how they have met the apprenticeship standards while on-programme

In advance of gateway, apprentices will need to have:

- achieved level 2 English
- achieved level 2 maths
- completed a work-based project
- gathered a portfolio of evidence

Therefore, apprentices should be advised by employers and providers to gather this evidence and undertake these qualifications during their on-programme training. It is recommended that employers and providers complete regular checks and reviews of this evidence to ensure the apprentice is progressing and achieving the standards before the formal gateway meeting is arranged.

## The gateway meeting

The gateway meeting should last around 1 hour and must be completed on or after the apprenticeship on-programme end date. It should be attended by the apprentice and the relevant people who have worked with the apprentice on-programme, such as the line manager/employer or mentor, the on-programme trainer/training provider and/or a senior manager (as appropriate to the business).

During the meeting, the apprentice, employer and training provider will discuss the apprentice's progress to date and confirm if the apprentice has met the full criteria of the apprenticeship standard during their on-programme training. The **gateway readiness report** should be used to log the outcomes of the meeting and should be agreed by all 3 parties. This report is available to download from the Highfield Assessment website.

The report should then be submitted to Highfield to initiate the end-point assessment process. If you require any support completing the gateway readiness report, please contact your EPA Customer Engagement Manager at Highfield Assessment.

**Please note:** a copy of the standard should be available to all attendees during the gateway meeting.

### **Reasonable adjustments and special considerations**

Highfield Assessment has measures in place for apprentices who require additional support. Please refer to the Highfield Assessment Reasonable Adjustments Policy for further information/guidance.

### **ID requirements**

Highfield Assessment will need to ensure that the person undertaking an assessment is indeed the person they are claiming to be. All employers are therefore required to ensure that each apprentice has their identification with them on the day of the assessment so the end-point assessor can check.

Highfield Assessment will accept the following as proof of an apprentice's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, e.g. employee ID card, travel card, etc.

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## The Operations/Departmental Manager Apprenticeship Standard

The following pages contain the operations/departmental manager apprenticeship standard and the assessment criteria in a suggested format that is suitable for delivery.

Operational management	
Knowledge	Skills
Understand operational management approaches and models, including creating plans to deliver objectives and setting KPIs. Understand business development tools (e.g. 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.	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.
Knowledge test	
Criteria covered in knowledge test	
<p>K1.1 Explain operational management approaches and models, including creating plans to deliver objectives and setting <b>KPIs</b>.</p> <p>K1.2 Explain <b>business development tools</b> and <b>approaches to continuous improvement</b>.</p> <p>K1.3 Explain operational business <b>planning techniques</b></p> <p>K1.4 Analyse and compare management systems, processes and contingency planning.</p> <p>K1.5 Explain how to initiate and manage <b>change</b> by identifying <b>barriers</b> and know how to overcome them.</p> <p>K1.6 Explain <b>data security and management</b>, and the effective use of technology in an organisation.</p>	

<b>Structured competency-based interview</b>
<b>Criteria covered in structured, competency-based interview</b>
<p>S1.1 Input into strategic planning and create plans in line with <b>organisational objectives</b></p> <p>S1.2 Support, manage and communicate <b>change</b> by identifying <b>barriers</b> and overcoming them</p> <p>S1.3 Demonstrate commercial awareness, and identify and shape new opportunities</p> <p>S1.4 Create operational plans, including setting <b>KPIs</b></p> <p>S1.5 Monitor performance against plans to deliver operational plans</p> <p>S1.6 Produce reports and provide management information based on the collation, analysis and interpretation of data</p>
<b>Amplification and guidance</b>
<p><b>KPI:</b> leading and lagging key performance indicators</p> <p><b>Business development tools:</b> for example, SWOT analysis, PESTEL/PESTER analysis, environmental scanning, Porter's Five Forces model</p> <p><b>Approaches to continuous improvement:</b> for example, total quality management, Six Sigma, Kaizen and Lean production methods, PDCA model</p> <p><b>Planning techniques:</b> for example, how to manage resources, development of sales and marketing plans, setting targets and monitoring performance, Ansoff Matrix, force field analysis</p> <p><b>Data security and management:</b> data protection legislation, GDPR, confidentiality</p> <p><b>Change:</b></p> <ul style="list-style-type: none"> <li>○ significant alterations to the structure and/or operation of the business designed to improve overall performance. These may come about via changes in management or reacting to dynamics within the industry.</li> <li>○ Kotter's 8-stage change model.</li> <li>○ methods for identifying and overcoming barriers to change.</li> </ul> <p><b>Barriers:</b> natural resistance to change, self-interest, misinformation and misunderstanding</p> <p><b>Organisational objectives:</b> short and medium-term goals for the business to fulfil the mission/vision statement.</p>

Project management	
Knowledge	Skills
Know how to set up and manage a project using relevant tools and techniques, and understand process management. Understand approaches to risk management.	Plan, organise and manage resources to deliver required outcomes. Monitor progress, and identify risk and their mitigation. Able to use relevant project management tools.
Knowledge test	
Criteria covered in knowledge test	
K2.1 Explain how to set up and manage a project using relevant <b>tools</b> and techniques K2.2 Explain <b>process management</b> K2.3 Explain approaches to <b>risk management</b>	
Presentation and Q&A on work-based project	
Criteria covered in presentation and Q&A on work-based project	
S2.1 Plan, organise and manage <b>resources</b> to deliver required outcomes S2.2 Monitor the progress of a project S2.3 Identify risk and put in place steps to mitigate them S2.4 Demonstrate use of relevant <b>project management tools</b>	
Amplification and guidance	
<b>Process management:</b> planning, monitoring and optimising the performance of a business process; the benefits of process management <b>Risk management:</b> for example, risk assessment processes and matrices, e.g. quantitative and qualitative, risk registers, identification and implementation of control measures to mitigate the risk, and contingency plans <b>Resources:</b> for example, human resources, machinery/equipment, facilities, time, finances <b>Project management tools:</b> for example, Gantt charts, PERT charts, process flow charts, critical path analysis, product breakdown structure, work breakdown structure, RACI matrix, Project Charter, project initiation document (PID)	

Finance	
Knowledge	Skills
Understand business finance: how to manage budgets, and financial forecasting.	Able to monitor budgets and provide reports, and consider financial implications of decisions and adjust approach/recommendations accordingly.
Knowledge test	
Criteria covered in knowledge test	
K3.1 Explain how to set and <b>manage budgets</b> K3.2 Explain methods for financial forecasting	
Presentation and Q&A on work-based project	
Criteria covered in presentation and Q&A on work-based project	
S3.1 Monitor and manage departmental <b>budgets</b> S3.2 Produce accurate <b>financial reports</b> S3.3 Consider financial implications of decisions S3.4 Adjust approach and recommendations, where appropriate, according to financial implications identified	
Amplification and guidance	
<b>Manage budgets:</b> how to plan and set an accurate budget; ensuring regular reporting to it and planning corrective actions where necessary; 'bottom-up' and 'top-down' methods	
<b>Financial reports:</b> ROCE for new projects, stores or building; sales, margin, costs, reports, Delphi method, project baseline	

## Leading people

Knowledge	Skills
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.	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>Knowledge test</b>	
<b>Criteria covered in knowledge test</b>	
<p>K4.1 Compare different <b>leadership styles</b>.</p> <p>K4.2 Explain how to <b>lead multiple and remote teams</b> and manage team leaders</p> <p>K4.3 Explain how to <b>motivate</b> and improve performance</p> <p>K4.4 Explain how to support people using <b>coaching and mentoring approaches</b></p> <p>K4.5 Critically analyse <b>organisational cultures</b> and diversity and the impact this has on leading and <b>managing change</b>.</p> <p>K4.6 Describe how to delegate effectively.</p>	
<b>Structured competency-based interview</b>	
<b>Criteria covered in structured, competency-based interview</b>	
<p>S4.1 Communicate organisational vision and goals and how these apply to teams</p> <p>S4.2 Support development through coaching and mentoring, and enable and support high performance working</p> <p>S4.3 Support the management of change within the organisation</p>	

## Amplification and guidance

### Leadership styles:

- the ways in which a team leader or supervisor can provide guidance, direction and motivation to their staff and teams. Leadership styles could include democratic leadership, autocratic leadership, laissez-faire leadership (Lewin).
- understanding of the best use of different leadership styles in different situations.
- other leadership styles that might be mentioned are emotional leadership styles. Visionary, coaching, affiliate, pace-setting and commanding.

### Lead multiple and remote teams:

- ensuring teams are working collectively
- teams working remotely are involved in discussing objectives and results monitoring

**Motivate:** Herzberg's two-factor theory; Belbin's team theory

**Coaching and mentoring approaches:** for example, shadowing, one-to-one training, setting and agreeing goals, personal development plans.  
Difference between mentoring and teaching/training.

### Organisational cultures:

- different ways to categorise types of culture e.g. Charles Handy: power culture, role culture, task culture, person culture; or Kim Cameron and Robert Quinn: clan culture, adhocracy culture, market culture, hierarchy culture
- influences on organisational culture and the relationship between culture and organisational values

### Managing change:

- consider organisational change - culture, needs and drivers
- team changes - employees, job roles and structure
- potential external influences for change – regulatory, political, legislative, social change, consumer behaviour and competitor analysis
- resistance to change and dealing with conflict
- Kotter's 8 step change model

## Managing people

Knowledge	Skills
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.	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>Knowledge test</b>	
<b>Criteria covered in knowledge test</b>	
<p>K5.1 Describe how to manage multiple teams, and develop high performing teams.</p> <p>K5.2 Evaluate <b>performance management techniques</b> and <b>talent management models</b>.</p> <p>K5.3 Explain how to recruit and develop people.</p>	
<b>Structured, competency-based interview</b>	
<b>Criteria covered in structured, competency-based interview</b>	
<p>S5.1 Manage talent and performance of team members.</p> <p>S5.2 Develop, build and <b>motivate teams</b>.</p> <p>S5.3 Delegate and enable delivery through others.</p>	
<b>Amplification and guidance</b>	
<p><b>Performance management techniques:</b> for example, appraisals, one-to-one meetings with line managers, setting career plans and personal development plans with SMART objectives and monitoring performance. <b>Balanced scorecards: 4 perspectives:</b> customer satisfaction, financial performance, processes and organisational capacity.</p> <p><b>Talent management models:</b> for example, ways to improve staff retention and make the organisation attractive to work in but create succession plans of high performers. Skills matrix – uses and benefits.</p> <p><b>Motivate teams:</b> for example, identifying individual motivators, the strengths of team members and enabling development within the workplace, while being aware of 'hygiene factors'.</p>	

Building relationships	
Knowledge	Skills
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.	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.
Knowledge test	
Criteria covered in knowledge test	
<p>K6.1 Explore and explain approaches to partner, stakeholder and supplier <b>relationship management</b>.</p> <p>K6.2 Describe collaborative working techniques to enable delivery through others and how to share best practice.</p> <p>K6.3 Outline how to manage conflict, at <b>all levels</b>.</p>	
Structured competency-based interview	
Criteria covered in structured, competency-based interview	
<p>S6.1 Build trust within the team</p> <p>S6.2 Use effective negotiation and influencing skills</p> <p>S6.3 Effectively manage conflict</p> <p>S6.4 Identify and share good practice, and work collaboratively with others both inside and outside of the organisation</p> <p>S6.5 Use specialist advice and support to deliver against plans</p>	
Amplification and guidance	
<p><b>Relationship management:</b> for example, negotiation, influencing, effective networking</p> <p><b>All levels:</b> across the hierarchy; to include higher management, peers, tealfATE m members and other departments</p>	

Communication	
Knowledge	Skills
Understand interpersonal skills and different forms of communication and techniques (verbal, written, non-verbal, digital) and how to apply them appropriately.	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.
Knowledge test	
Criteria covered in knowledge test	
K7.1 Describe interpersonal skills and different forms of <b>communication and techniques</b> and how to apply them appropriately.	
Structured competency-based interview	
Criteria covered in structured, competency-based interview	
S7.1 <b>Communicate</b> effectively and be flexible in communication style. S7.2 Chair meetings and present using a range of <b>media</b> . S7.3 Use active listening, and be able to challenge and give constructive feedback.	
Amplification and guidance	
<b>Communication techniques:</b> verbal, non-verbal, written, digital	
<b>Media:</b> for example, electronic presentations, paper-based hand-outs and verbal presentations	

Self-awareness	
Knowledge	Skills
Understand own impact and emotional intelligence. Understand different and learning and behaviour styles.	Able to reflect on own performance, working style and its impact on others
Portfolio of evidence	
Criteria covered in portfolio of evidence	
K8.1 Evaluate own impact and own <b>emotional intelligence</b> . K8.2 Analyse different <b>learning and behaviour styles</b> .	
S8.1 Reflect on own performance, <b>working style</b> and its impact on others	
Amplification and guidance	
<b>Emotional intelligence:</b> the ability to recognise your own and others' emotions and respond appropriately. <b>Learning and behaviour styles:</b> for example, VARK (visual, aural, read/write, kinaesthetic) <b>Working style:</b> for example, visionary, operator, processor, synergist	

Management of self	
Knowledge	Skills
Understand time management techniques and tools, and how to prioritise activities and the use of different approaches to planning, including managing multiple tasks	Able to create a personal development plan. Use of time management and prioritisation techniques.
<b>Presentation and Q&amp;A on work-based project</b>	
<b>Criteria covered in presentation and Q&amp;A on work-based project</b>	
K9.1 Compare <b>time management</b> techniques and tools K9.2 Explain how to prioritise activities K9.3 Compare the use of different approaches to planning, including managing multiple tasks	
S9.1 Use <b>time management</b> techniques S9.2 Use effective <b>prioritisation</b> techniques	
<b>Portfolio of evidence</b>	
<b>Criteria covered in portfolio of evidence</b>	
S9.3 Create a personal development plan.	
<b>Amplification and guidance</b>	
<b>Time management:</b> for example, utilising project management tools, such as critical path analysis and creating short and medium-term plans. Identify key tasks, set objectives, identify performance standards and any constraints and agree an action plan. Eisenhower Matrix/ Method, Stephen R Covey 4 Quadrants, flexi working, the responsible way to say 'no' to meetings.	
<b>Prioritisation:</b> for example, by undertaking a situation appraisal to recognise concerns and separating concerns into manageable parts which can be prioritised. Pareto's Principle (80:20) may inform priorities set.	

Decision-making	
Knowledge	Skills
Understand problem solving and decision-making techniques, including data analysis. Understand organisational values and ethics and their impact on decision making.	Able to undertake critical analysis and evaluation to support decision making Use of effective problem-solving techniques
<b>Presentation and Q&amp;A on work-based project</b>	
<b>Criteria covered in presentation and Q&amp;A on work-based project</b>	
<p>K10.1 Analyse problem solving and <b>decision-making techniques</b>, including data analysis</p> <p>K10.2 Define <b>organisational values and ethics</b></p> <p>K10.3 Analyse the impact organisational values and ethics has on decision making</p>	
<p>S10.1 Undertake critical analysis and evaluation to support decision making</p> <p>S10.2 Use effective <b>problem-solving techniques</b></p>	
<b>Amplification and guidance</b>	
<p><b>Decision making techniques:</b> for example, evaluating 'pros and cons', decision trees, paired comparison analysis and grid analysis</p> <p><b>Organisational values and ethics:</b> the set of principles that guide the <b>organisation</b> in its programs, policies and decisions for the business, linking to corporate social responsibility</p> <p><b>Problem solving techniques:</b> for example, problem analysis, root cause analysis, cause and effect, TRIZ (ARIZ)</p>	

## Takes responsibility

### Behaviour

Drive to achieve in all aspects of work. Demonstrates resilience and accountability. Determination when managing difficult situations. Seeks new opportunities.

### Portfolio of evidence

#### Criteria covered in portfolio of evidence

- B11.1 Drive to achieve in all aspects of work.
- B11.2 Demonstrate resilience and accountability.
- B11.3 Exhibit determination when managing difficult situations.
- B11.4 Seek new opportunities

## Inclusive

### Behaviour

Open, approachable, authentic, and able to build trust with others. Seeks the views of others and values diversity.

### Portfolio of evidence

#### Criteria covered in portfolio of evidence

- B12.1 Demonstrate openness, approachability, authenticity, and be able to build trust with others.
- B12.2 Seek the views of others and value diversity.

## Agile

### Behaviour

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.

### Presentation and Q&A on work-based project

#### Criteria covered in presentation and Q&A on work-based project

- B13.1 Is creative, innovative and enterprising when seeking solutions to business needs
- B13.2 Demonstrate openness to new ways of working

### Portfolio of evidence

#### Criteria covered in portfolio of evidence

- B13.3 Demonstrate flexibility to the needs of the organisation.
- B13.4 Respond well to feedback, and need for change while demonstrating positive and adaptable attitude.

## Professionalism

### Behaviour

Sets an example, and is fair, consistent and impartial. Open and honest. Operates within organisational values

### Portfolio of evidence

#### Criteria covered in portfolio of evidence

- B14.1 Set an example, being fair, consistent and impartial
- B14.2 Demonstrate openness and honesty
- B14.3 Operate within organisational values

## CPD activity

### Criteria covered in professional discussion

CPD15.1 Keep and maintain a **CPD log**

CPD15.2 Describe the objectives of the CPD activity(s) they have undertaken

CPD15.3 Explain what they undertook as part of this CPD activity

CPD15.4 Reflect on and evaluate **how CPD improves their ability, performance and confidence** in their job role

### Amplification and guidance

- **CPD log** to include:

- formal learning/training
- informal learning/training
- professional discussions with mentors/supervisors concerning career development
- assignments or projects undertaken

- **How CPD improves their ability, performance and confidence:**

The apprentice should consider both CPD supports their development both in the short-term and also in the longer-term.

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# Assessment summary

The end-point assessment for the Operations/Departmental Manager Apprenticeship Standard is made up of 5 components:

1. 90-minute knowledge test consisting of 30 multiple-choice questions
2. 15-minute presentation of work-based project and 15-minute Q&A
3. 1-hour structured, competency-based interview
4. 30-minute professional discussion of a CPD activity or log
5. Portfolio of evidence

As an employer/training provider, you should agree a plan and schedule with the apprentice to ensure all assessment components can be completed effectively.

Each component of the end-point assessment will be assessed against the appropriate criteria laid out in this kit and a mark allocated.

## Knowledge test

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The knowledge test is weighted at 30% of the end-point assessment. Total marks available are 30.

- To achieve a **pass**, apprentices will score at least 15 out of 30
- **Unsuccessful** apprentices will have scored 14 or below

## Presentation of work-based project and Q&A

---

The presentation and Q&A assessment component is weighted at 20% of the end-point assessment. Total marks available are 20.

- To achieve a **pass**, apprentices will score at least 10 out of 20
- **Unsuccessful** apprentices will have scored 9 or below

## Competency-based interview

---

The competency-based interview is weighted at 20% of the end-point assessment. Total marks available are 20.

- To achieve a **pass**, apprentices will score at least 10 out of 20
- **Unsuccessful** apprentices will have scored 9 or below

## Professional discussion

---

The professional discussion is weighted at 10% of the end-point assessment. Total marks available are 10.

- To achieve a **pass**, apprentices will score at least 5 out of 10
- **Unsuccessful** apprentices will have scored 4 or below

## Portfolio of evidence

---

The portfolio of evidence is weighted at 20% of the end-point assessment. Total marks available are 20.

- To achieve a **pass**, apprentices will score at least 10 out of 20
- **Unsuccessful** apprentices will have scored 9 or below

## Grading

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The marks awarded for each assessment component is combined to calculate a final mark out of 100. This final mark will determine the overall grade, as per the table below:

Total mark achieved	Grade
49 or less	Fail
50 - 59	Pass
60 – 69	Merit
70+	Distinction

## Retake and resit information

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Should an apprentice fail an assessment activity on the first attempt, a resit should be scheduled as soon as the apprentice is ready, when practicable for the business and in line with the policies, practices and procedures of Highfield.

The resit is normally expected to take place after all the required assessments have been taken and the individual assessment results and overall apprenticeship result has been given to the apprentice.

Should an apprentice fail 2 or more activities, a period of further training and development lasting between 1 and 3 months must take place before a retake is scheduled. The decision on how much time is required is based on a discussion between the apprentice, their employer and end-point assessor.

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## **The knowledge test - guidance**

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The following knowledge areas of the Operations/Departmental Manager Apprenticeship Standard will be assessed by a 90-minute knowledge test consisting of 30 multiple-choice questions with a pass mark of 50% (15 out of 30).

The topics covered within the test are listed below:

- operational management
- project management
- finance
- leading people
- managing people
- building relationships
- communication

In each paper, questions will cover each of the areas above, however not every aspect of every area will be covered in every test.

### **Before the assessment**

- While on-programme, the employer/training provider should brief the apprentice on the areas that will be assessed by the knowledge test
- In readiness for end-point assessment, the apprentice should complete a sample test; a mock test is available to download from the Highfield Assessment website.

## Knowledge test criteria

The following pages contain the criteria that are covered by the knowledge test.

Operational management	
Understand operational management approaches and models, including creating plans to deliver objectives and setting KPIs. Understand business development tools (e.g. 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.	K1.1 Explain operational management approaches and models, including creating plans to deliver objectives and setting <b>KPIs</b> . K1.2 Explain <b>business development tools</b> and <b>approaches to continuous improvement</b> . K1.3 Explain operational business <b>planning techniques</b> K1.4 Analyse and compare management systems, processes and contingency planning. K1.5 Explain how to initiate and manage <b>change</b> by identifying <b>barriers</b> and know how to overcome them. K1.6 Explain data security and management, and the effective use of technology in an organisation.

Project management	
Know how to set up and manage a project using relevant tools and techniques and understand process management. Understand approaches to risk management.	K2.1 Explain how to set up and manage a project using relevant tools and techniques K2.2 Explain <b>process management</b> K2.3 Explain approaches to <b>risk management</b>

Finance	
Understand business finance: how to manage budgets, and financial forecasting.	K3.1 Explain how to set and <b>manage budgets</b> K3.2 Explain methods for financial forecasting

Leading people	
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.	<p>K4.1 Compare different <b>leadership styles</b>.</p> <p>K4.2 Explain how to lead multiple and remote teams and manage team leaders</p> <p>K4.3 Explain how to motivate and improve performance</p> <p>K4.4 Explain how support people using <b>coaching and mentoring approaches</b></p> <p>K4.5 Critically analyse <b>organisational cultures</b> and diversity and the impact this has on leading and <b>managing change</b>.</p> <p>K4.6 Describe how to delegate effectively.</p>

Managing people	
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.	<p>K5.1 Describe how to manage multiple teams, and develop high performing teams.</p> <p>K5.2 Evaluate <b>performance management techniques</b> and <b>talent management models</b>.</p> <p>K5.3 Explain how to recruit and develop people.</p>

Building relationships	
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.	<p>K6.1 Explore and explain approaches to partner, stakeholder and supplier <b>relationship management</b>.</p> <p>K6.2 Describe collaborative working techniques to enable delivery through others and how to share best practice.</p> <p>K6.3 Outline how to manage conflict, at <b>all levels</b>.</p>

Communication	
Understand interpersonal skills and different forms of communication and techniques (verbal, written, non-verbal, digital) and how to apply them appropriately.	<p>K7.1 Describe interpersonal skills and different forms of <b>communication and techniques</b> and how to apply them appropriately.</p>

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## Presentation and Q&A on the work-based project guidance

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The end-point assessment plan states that the apprentice should undertake a work-based project during the last 6 months of their apprenticeship which will form the basis of their presentation and a subsequent Q&A session.

Training providers should work with the employer and apprentice to agree the project title and the specification of what must be delivered on completion of the project at an early stage. The project should normally be based on an agreed business problem that forms part of the apprentice's usual role and which enables them to demonstrate their understanding of commercial pressures and the application of their thinking and problem-solving skills.

The project should be conducted as part of the apprentice's normal work and will typically be undertaken at the employer's premises. The employer should make allowance, in terms of time and resource (for example, tools and systems) for the project to be planned, undertaken and written up. Any elements that need to be undertaken outside of normal work should be agreed between the employer, apprentice and training provider so that apprentices are not disadvantaged in any way from performing their job and undertaking the project.

The work-based project must be submitted to Highfield at gateway to allow the end-point assessor to prepare for the presentation and following Q&A. This may be as a report or a small portfolio of evidence and should provide the end-point assessor with the context of the business problem forming the basis of the project. The work-based project is **not** in itself assessed.

Written submissions may be provided to Highfield in any format (such as via e-portfolio). Only access to learners who have been put forward for end-point assessment must be given to Highfield.

The presentation and Q&A is weighted at 20% of the end-point assessment. Total marks available are 20.

- To achieve a **pass**, apprentices will score at least 10 out of 20
- **Unsuccessful** apprentices will have scored 9 or below

The assessment plan indicates that this assessment component will be assessed by a panel consisting of the end-point assessor, the training provider and employer. In the interests of standardisation, employers and training providers will be allowed to be present during the assessment however they will **not** be permitted to ask questions or contribute to the assessment process. They may assist by providing support by contextualising or using terminology that the apprentice better understands.

## **Presentation brief**

The **15-minute** presentation should focus on the objectives and outputs of the project. The brief for the presentation is to cover the following:

- what the apprentice set out to achieve
- what they have produced in the project
- how they approached the work and dealt with any issues
- how they have demonstrated the required behaviours
- any assumptions they have made and the consequences of these assumptions

## **Q&A**

The **15-minute** Q&A that follows will allow the assessor to explore the apprentice's experiences, findings and recommendations from their work-based project so that the apprentice has every opportunity to cover all required standards. The questions may require the apprentice to draw on their experiences throughout their apprenticeship but will focus on the findings/recommendations made within their work-based project.

### **Before the assessment:**

Employers/training providers should:

- work with the apprentice to agree the project title, specification of what must be achieved and terms of reference at the start of the project (usually within the last 6 months of the on-programme delivery)
- ensure the apprentice is given opportunity to complete the project during their normal working day
- ensure the apprentice collates a summary of the project to submit at gateway to provide the end-point assessor with context of the business project
- ensure the apprentice knows the date, time and location of the presentation and Q&A
- ensure the apprentice knows which operations/departmental manager criteria will be assessed (outlined on the following pages)
- encourage the apprentice to reflect on their experience and learning on-programme to understand what is required to meet the standard and identify relevant work from within their portfolio of evidence
- be prepared to provide clarification to the apprentice and signpost them to relevant parts of their on-programme experience as preparation for this assessment

It is suggested that a mock presentation and Q&A session is carried out by the apprentice in advance of the end-point assessment with the training provider/employer giving feedback on any areas for improvement.

Apprentices will be assessed against the criteria included at the end of this section.

## Presentation and Q&A on work-based project mock assessment

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It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment, and Highfield recommends that the apprentice experiences a mock presentation and Q&A in preparation for the real thing. Apprentices should be assessed against the criteria included in the tables on the following pages.

When designing a mock assessment, the employer/training provider should include the following elements:

- the mock presentation and Q&A should take place in a suitable location.
- a 30-minute time slot should be available (15 minutes for presentation and 15 minutes for Q&A) if it is intended to be a complete mock assessment covering all relevant standards. However, this time may be split up to allow for progressive learning.
- consider a video or audio recording of the mock presentation and Q&A and allow it to be available to other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock interview with each apprentice.
- ensure that the apprentice's performance is assessed by a competent trainer/assessor, and that feedback is shared with the apprentice to complete the learning experience. The mock assessment sheets available to download from the Highfield Assessment website may be used for this purpose.
- within the Q&A session, use structured 'open' questions that do not lead the apprentice but allows them to give examples for how they have met each area in the standard. For example:
  - Finance
    - How have you considered the financial implications of your proposed solution?
    - Did you need to adjust your approach at any stage because of financial implications? What happened?
  - Agile
    - How do you think your solution is creative and innovative?
    - In what ways does your solution show you to be enterprising?

## Presentation and Q&A on work-based project criteria

Throughout the 15-minute presentation and 15-minute Q&A, the assessor will review the apprentice's competence in the criteria outlined below and allocate a mark out of 20.

Apprentices should prepare for the presentation and Q&A by considering how the criteria have been met during their work-based project.

The apprentice will	Indicative assessment criteria	Marks
<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.	S2.1 Plan, organise and manage <b>resources</b> to deliver required outcomes S2.2 Monitor the progress of a project S2.3 Identify risk and put in place steps to mitigate them S2.4 Demonstrate use of relevant <b>project management tools</b>	4

The apprentice will	Indicative assessment criteria	Marks
<b>Finance</b>		
Able to monitor budgets and provide reports and consider financial implications of decisions and adjust approach/recommendations accordingly.	S3.1 Monitor and manage departmental <b>budgets</b> S3.2 Produce accurate <b>financial reports</b> S3.3 Consider financial implications of decisions S3.4 Adjust approach and recommendations, where appropriate, according to financial implications identified	4

The apprentice will	Indicative assessment criteria	Marks
<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	K9.1 Compare <b>time management</b> techniques and tools K9.2 Explain how to prioritise activities K9.3 Compare the use of different approaches to planning, including managing multiple tasks	3

<b>The apprentice will</b>	<b>Indicative assessment criteria</b>		<b>Marks</b>
Management of self			
Use of time management and prioritisation techniques.	S9.1 Use <b>time management</b> techniques S9.2 Use effective <b>prioritisation</b> techniques		2

<b>The apprentice will</b>	<b>Indicative assessment criteria</b>	<b>Marks</b>
Decision-making		
Understand problem solving and decision-making techniques, including data analysis. Understand organisational values and ethics and their impact on decision making.	K10.1 Analyse problem solving and <b>decision-making techniques</b> , including data analysis K10.2 Define <b>organisational values and ethics</b> K10.3 Analyse the impact <b>organisational values and ethics</b> has on decision making	3

<b>The apprentice will</b>	<b>Indicative assessment criteria</b>	<b>Marks</b>
Decision-making		
Able to undertake critical analysis and evaluation to support decision making. Use of effective problem-solving techniques	S10.1 Undertake critical analysis and evaluation to support decision making S10.2 Use effective <b>problem-solving techniques</b>	2

<b>The apprentice will</b>	<b>Indicative assessment criteria</b>	<b>Marks</b>
Agile		
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.	B13.1 Is creative, innovative and enterprising when seeking solutions to business needs B13.2 Demonstrate openness to new ways of working	2

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## Competency-based interview guidance

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The end-point assessment plan states that the competency-based interview will be structured. Therefore, the interview will be led by the end-point assessor who will use a series of competency-based questions to target the skills criteria outlined in the following pages. Apprentices should give examples and specific explanations of how they have used their skills in a relevant real-life situation and base their answers on prior experience rather than talking about the topic in a theoretical way.

The interview will take place in a suitable environment and should last **1 hour**.

The competency-based interview is weighted at 20% of the end-point assessment. Total marks available are 20.

- To achieve a **pass**, apprentices will score at least 10 out of 20
- **Unsuccessful** apprentices will have scored 9 or below

Highfield would encourage the employer/training provider and the apprentice to plan for the interview by familiarising themselves with the skills criteria that will be assessed and reflect on their past experience.

Apprentices should be encouraged to use the STAR method when answering competency-based questions.

- Situation – what was the situation?
- Task – what task needed to be completed?
- Action – what did you do, how did you do it and why?
- Result – what was the output or outcome, and what did you learn from the situation?

Employers and training providers will be allowed to be present during the assessment however they will **not** be permitted to ask questions or contribute to the assessment process. They may assist by providing support by contextualising or using terminology that the apprentice better understands.

### Before the assessment:

Employers/training providers should:

- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which operations/departmental manager criteria will be assessed (outlined on the following pages)
- encourage the apprentice to reflect on their experience and learning on-programme to understand what is required to meet the standard and identify real-life examples

- be prepared to provide clarification to the apprentice and signpost them to relevant parts of their on-programme experience as preparation for this assessment

It is suggested that a mock assessment is carried out by the apprentice in advance of the end-point assessment with the training provider/employer giving feedback on any areas for improvement.

Apprentices will be assessed against the criteria included in the tables on the following pages.

## Competency-based interview mock assessment

---

It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment, and Highfield recommends that the apprentice experiences a mock competency-based interview in preparation for the real thing. Apprentices should be assessed against the criteria included in the tables on the following pages.

When designing a mock assessment, the employer/training provider should include the following elements:

- the mock interview should take place in a suitable location.
- a 1-hour time slot should be available for the interview, if it is intended to be a complete mock interview covering all relevant standards. However, this time may be split up to allow for progressive learning.
- consider a video or audio recording of the mock interview and allow it to be available to other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock interview with each apprentice.
- ensure that the apprentice's performance is assessed by a competent trainer/assessor, and that feedback is shared with the apprentice to complete the learning experience. The mock assessment sheets available to download from the Highfield Assessment website may be used for this purpose.
- use structured 'open' questions that do not lead the apprentice but allows them to give examples for how they have met each area in the standard. For example:
  - Operational management/communication
    - Tell me about a change you have implemented in your department or organisation.
    - What barriers did you have to overcome?
    - How did you make sure the change was communicated effectively?
  - Leading people/managing people
    - In what ways have enabled the high-performance of your team?
    - What methods do you use to motivate your team?
  - Building relationships
    - Tell me about a time you managed a conflict situation with a customer, team member or colleague. How did you handle the situation effectively?

## Competency-based interview criteria

Throughout the 1-hour competency-based interview, the assessor will review the apprentice's competence in the criteria outlined below and allocate a mark out of 20.

Apprentices should prepare for the interview by considering how the criteria can be met and reflecting on their past experiences.

The apprentice will	Indicative assessment criteria	Marks
<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.	S1.1 Input into strategic planning and create plans in line with <b>organisational objectives</b> S1.2 Support, manage and communicate <b>change</b> by identifying <b>barriers</b> and overcoming them S1.3 Demonstrate commercial awareness, and identify and shape new opportunities S1.4 Create operational plans, including setting <b>KPIs</b> S1.5 Monitor performance against plans to deliver operational plans S1.6 Produce reports and provide management information based on the collation, analysis and interpretation of data	6

The apprentice will	Indicative assessment criteria	Marks
<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.	S4.1 Communicate organisational vision and goals and how these apply to teams S4.2 Support development through coaching and mentoring, and enable and support high performance working S4.3 Support the management of change within the organisation	3

The apprentice will	Indicative assessment criteria	Marks
<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.	S5.1 Manage talent and performance of team members S5.2 Develop, build and <b>motivate teams</b> S5.3 Delegate and enable delivery through others	3

The apprentice will	Indicative assessment criteria	Marks
<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.	S6.1 Build trust within the team S6.2 Use effective negotiation and influencing skills S6.3 Effectively manage conflict S6.4 Identify and share good practice, and work collaboratively with others both inside and outside of the organisation S6.5 Use specialist advice and support to deliver against plans	5

The apprentice will	Indicative assessment criteria	Marks
<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.	S7.1 <b>Communicate</b> effectively and be flexible in communication style S7.2 Chair meetings and present using a range of <b>media</b> S7.3 Use active listening, and be able to challenge and give constructive feedback	3

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## Portfolio of evidence guidance

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The portfolio of evidence will assess the remaining knowledge, skills and behaviours not already assessed by the knowledge test, competency-based interview, presentation and Q&A on work-based project and professional discussion. The portfolio of evidence will be produced by the apprentice during the on-programme learning, supported by their employer/training provider, and will demonstrate their best work. It should enable them to show how they have applied their knowledge and understanding and demonstrated the required behaviours in a real work environment to achieve real work objectives.

The portfolio of evidence will typically comprise different types of evidence, which will be generated over the period of the apprenticeship and will provide evidence of the apprentices' ability to apply and demonstrate team leading and management concepts. Evidence in the portfolio must all be related back to the apprentice's role and/or workplace and should include evidence that demonstrates the application of relevant skills and behaviours in their real work environment.

It is expected that portfolios will contain approximately 10-20 pieces of evidence and may include:

- written statements
- project plans and other work plans
- reports or written assignments
- observations (recorded by the training provider)
- professional discussions between apprentice and training provider relating to projects and assignments showing decision-making skills (recorded by the training provider)
- performance reviews between employer and apprentice
- feedback from line manager, direct reports and peers
- personal development plans (PDPs)
- reflective accounts
- data analysis activities
- case studies
- team meeting minutes or recordings (recorded by the training provider)

Written submissions may be provided to Highfield in any format (such as via e-portfolio). Only access to learners who have been put forward for end-point assessment must be given to Highfield.

The portfolio of evidence is weighted at 20% of the end-point assessment. Total marks available are 20.

- To achieve a **pass**, apprentices will score at least 10 out of 20
- **Unsuccessful** apprentices will have scored 9 or below

The end-point assessor will use a marking scheme to determine the mark achieved out of 20. This is based on coverage of the assessment criteria and a raw score converted into a mark out of 20.

**Before the assessment:**

Employers/training providers should:

- ensure the apprentice knows which operations/departmental manager standards will be assessed
- help the apprentice to gather appropriate evidence e.g. by taking recordings, holding professional discussions and documented performance reviews
- ensure the portfolio of evidence is mapped to the assessment criteria on the following pages and that this mapping is provided to Highfield Assessment when the portfolio is submitted for assessment; a matrix sheet is available to download from the Highfield Assessment website

Apprentices will be assessed against the criteria on the following pages.

## Portfolio of evidence criteria

The assessor will review the apprentice's evidence against the criteria outlined below.

The apprentice will	Criteria covered in the portfolio of evidence
Self-awareness	
Understand own impact and emotional intelligence.	K8.1 Evaluate own impact and own <b>emotional intelligence</b>
Understand different and learning and behaviour styles.	K8.2 Analyse different and <b>learning and behaviour styles</b>

The apprentice will	Criteria covered in the portfolio of evidence
Self-awareness	
Able to reflect on own performance, working style and its impact on others	S8.1 Reflect on own performance, <b>working style</b> and its impact on others

The apprentice will	Criteria covered in the portfolio of evidence
Management of self	
Able to create a personal development plan	S9.3 Create a personal development plan

The apprentice will	Criteria covered in the portfolio of evidence
Takes responsibility	
Drive to achieve in all aspects of work. Demonstrates resilience and accountability. Determination when managing difficult situations. Seeks new opportunities.	B11.1 Drive to achieve in all aspects of work B11.2 Demonstrate resilience and accountability B11.3 Exhibit determination when managing difficult situations B11.4 Seek new opportunities

The apprentice will	Criteria covered in the portfolio of evidence
Inclusive	
Open, approachable, authentic, and able to build trust with others. Seeks the views of others and values diversity.	B12.1 Demonstrate openness, approachability, authenticity, and be able to build trust with others B12.2 Seek the views of others and value diversity

<b>The apprentice will</b>	<b>Criteria covered in the portfolio of evidence</b>
	<b>Agile</b>
<p>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.</p>	<p>B13.3 Demonstrate flexibility to the needs of the organisation</p> <p>B13.4 Respond well to feedback and need for change while demonstrating positive and adaptable attitude</p>

<b>The apprentice will</b>	<b>Criteria covered in the portfolio of evidence</b>
	<b>Professionalism</b>
<p>Sets an example, and is fair, consistent and impartial. Open and honest. Operates within organisational values</p>	<p>B14.1 Set an example, being fair, consistent and impartial</p> <p>B14.2 Demonstrate openness and honesty</p> <p>B14.3 Operate within organisational values</p>

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## Professional discussion guidance

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The professional discussion will focus on additional learning or CPD the apprentice has undertaken during the apprenticeship. It will be led by the end-point assessor and should be appropriately structured to draw out the best of the apprentice's energy, enthusiasm, competence and excellence.

The apprentice should identify the objective of the CPD activity(s) they have undertaken, reflect on the outcome and explain how the knowledge or skills they gained were applied in their work. The activity(s) may be:

- An activity undertaken during their Level 5 Diploma, including assignments or projects
- Details of any formal or informal learning undertaken
- Details of any professional discussions undertaken with a mentor

Highfield has provided a CPD log template which may be referred to during the professional discussion. Alternative CPD logs may also be used.

The professional discussion will need to take place in a suitable environment and should last for approximately **30 minutes**.

The professional discussion is weighted at 10% of the end-point assessment. Total marks available are 10.

- To achieve a **pass**, apprentices will score at least 5 out of 10
- **Unsuccessful** apprentices will have scored 4 or below

The CPD activity does not explicitly relate to a specific component part of the standard however it is a requirement as part of the assessment plan. Apprentices can use appropriate example(s) covering any aspect of their role and will be assessed against the criteria included in the tables on the following pages.

Employers and training providers will be allowed to be present during the assessment however they will **not** be permitted to ask questions or contribute to the assessment process. They may assist by allowing support in contextualising or using terminology that the apprentice better understands.

### Before the assessment:

Employers/training providers should:

- plan the professional discussion to allow the apprentice the opportunity to demonstrate each of the required standards
- ensure the apprentice knows the date, time and location of the assessment

- ensure the apprentice knows which criteria will be assessed (outlined on the following pages)
- encourage the apprentice to reflect on their experience and learning on-programme to understand what is required to meet the standard
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience as preparation for this assessment

It is suggested that a mock assessment is carried out by the apprentice in advance of the end-point assessment with the training provider/employer giving feedback on any areas for improvement. Apprentices will be assessed against the criteria included in the tables on the following pages.

## Professional discussion mock assessment

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It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment, and Highfield recommends that the apprentice experiences a mock professional discussion in preparation for the real thing. The most appropriate form of mock professional discussion will depend on the apprentice's setting and the resources available at the time.

Apprentices should be assessed against the criteria included in the tables on the following pages.

In designing a mock assessment, the employer/training provider should include the following elements in its planning:

- the mock professional discussion should take place in a suitable location.
- a 30-minute time slot should be available to complete the professional discussion, if it is intended to be a complete professional discussion covering all relevant standards. However, this time may be split up to allow for progressive learning.
- consider a video or audio recording of the mock professional discussion and allow it to be available to other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock assessment with each apprentice.
- ensure that the apprentice's performance is assessed by a competent trainer/assessor, and that feedback is shared with the apprentice to complete the learning experience. The mock assessment sheets later in this guide may be used for this purpose.
- ensure the apprentice uses at least 1 CPD activity they have undertaken.
- use structured 'open' questions that do not lead the apprentice but allows them to express their knowledge and experience in a calm and comfortable manner. For example:
  - What did you want to improve?
  - In what ways did you think improving this would help your performance in your role?
  - What did you do to improve your knowledge/skill in this area?
  - Were you successful in improving performance in your role afterwards?

## Professional discussion criteria

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Throughout the professional discussion, the assessor will review the apprentice's competence in the criteria outlined below and allocate a mark out of 10.

Apprentices should prepare for the professional discussion by reflecting on any CPD they have undertaken during the apprenticeship and considering the best examples to meet the criteria.

### CPD Activity

CPD15.1 Keep and maintain a **CPD log**

CPD15.2 Describe the objectives of the CPD activity(s) they have undertaken

CPD15.3 Explain what they undertook as part of this CPD activity

CPD15.4 Reflect on and evaluate how CPD improves their ability, performance and confidence in their job role