Operations manager

Key information

Reference: ST0385
Version: 1.4
Level: 5
Typical duration to gateway: 24 months
Typical EPA period: 5 months
Maximum funding: £9000
Route: Business and administration
Integration: None
Date updated: 25/09/2024

Approved for delivery: 1 June 2016
Lars code: 104
EQA provider: Ofqual
Example progression routes:
Chartered manager (degree),
Senior leader
Review: this apprenticeship will be reviewed in accordance with our change request policy.

End-point assessment plan

1.4

Introduction and overview

This document explains the requirements for end-point assessment (EPA) for the operations manager apprenticeship. End-point assessment organisations (EPAOs) must follow this when designing and delivering the EPA.

Operations manager apprentices, their employers and training providers should read this document.

A full-time operations manager apprentice typically spends 24 months on-programme. The apprentice must spend at least 12 months on-programme and complete the required amount of off-the-job training in line with the apprenticeship funding rules.

The EPA should be completed within an EPA period lasting typically 5 months.

The apprentice must complete their training and meet the gateway requirements before starting their EPA. The EPA will assess occupational competence.

An approved EPAO must conduct the EPA for this apprenticeship. Employers must work with the training provider to select an approved EPAO from the apprenticeship providers and assessment register (APAR).

This EPA has 2 assessment methods.

The grades available for each assessment method are below.

Assessment method 1 - project with report:

- fail

- pass

- distinction

Assessment method 2 - professional discussion underpinned by a portfolio of evidence:

- fail

- pass

- distinction

The result from each assessment method is combined to decide the overall apprenticeship grade. The following grades are available for the apprenticeship:

- fail

- pass

- distinction

EPA summary table

On-programme - typically 24 months	The apprentice must: • complete training to develop the knowledge, skills and behaviours (KSBs) outlined in this apprenticeship's standard • complete training towards English and mathematics qualifications in line with the apprenticeship funding rules • compile a portfolio of evidence
End-point assessment gateway	The apprentice's employer must be content that the apprentice is occupationally competent. The apprentice must: • confirm they are ready to take the EPA • have achieved English and mathematics qualifications in line with the apprenticeship funding rules • have completed an on-programme project, which will form the basis of their written project report in the EPA • submit a portfolio of evidence for the professional discussion
End-point assessment - typically 5 months	**The grades available for each assessment method are below** Project with report: • fail • pass • distinction Professional discussion underpinned by a portfolio of evidence: • fail • pass • distinction **Overall EPA and apprenticeship can be graded:** • fail • pass • distinction
Professional recognition	This apprenticeship aligns with: • The Chartered Management Institute for Member, as well as Chartered Manager status, where they can evidence 3+ years management experience • Institute of Leadership for Member

Duration of end-point assessment period

The EPA is taken in the EPA period. The EPA period starts when the EPAO confirms the gateway requirements have been met and is typically 5 months.

The EPAO should confirm the gateway requirements have been met and start the EPA as quickly as possible.

EPA gateway

The apprentice's employer must be content that the apprentice is occupationally competent. That is, they are deemed to be working at or above the level set out in the apprenticeship standard and ready to undertake the EPA. The employer may take advice from the apprentice's training provider, but the employer must make the decision. The apprentice will then enter the gateway.

The apprentice must meet the gateway requirements before starting their EPA.

They must:

- confirm they are ready to take the EPA

- have achieved English and mathematics qualifications in line with the apprenticeship funding rules

- have completed an on-programme project, which will form the basis of their written project report in the EPA

- submit a portfolio of evidence for the professional discussion underpinned by a portfolio of evidence

Written project report with presentation and questions requirements:

For the written project report with presentation and questions, the employer, supported by the training provider, must confirm that the project completed on programme is a significant and defined piece of work that has real business application and benefit, and is relevant to the apprentice's occupation and apprenticeship.

The written project report will present a typical business task, appropriate for demonstrating the skills and knowledge in the occupational standard. The project completed on-programme will be comparable in terms of content and complexity for all apprentices; it is the context within which the knowledge and skills must be demonstrated that will vary. Each project will typically take six months to complete. It will typically be undertaken on the employer's premises or, where this is not practical, on the training provider's premises.

Portfolio of evidence requirements:

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

Evidence sources may include:

- workplace documentation and records, for example:

- workplace policies and procedures

- witness statements

- annotated photographs

- video clips with a maximum total duration 5 minutes; the apprentice must be in view and identifiable

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

The portfolio of evidence should not include reflective accounts or any methods of self-assessment. Any employer contributions should focus on direct observation of performance, for example, witness statements, rather than opinions. The evidence provided should be valid and attributable to the apprentice; the portfolio of evidence should contain a statement from the employer and apprentice confirming this.

The EPAO should not assess the portfolio of evidence directly as it underpins the professional discussion. The independent assessor should review the portfolio of evidence to prepare questions for the professional discussion. They are not required to provide feedback after this review.

Gateway evidence must be submitted to the EPAO, along with any organisation specific policies and procedures requested by the EPAO.

Order of assessment methods

The assessment methods can be delivered in any order.

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

Project with report

Overview

A written project report involves the apprentice completing a significant and defined piece of work that has a real business application and benefit. The written project report must meet the needs of the employer's business and be relevant to the apprentice's occupation and apprenticeship.

This assessment method has 2 components:

- written project report

- presentation with questions and answers

Together, these components give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method. They are assessed by an independent assessor.

Rationale

This assessment method is being used because:

- it allows for the assessment of KSBs that take place over a long period of time

- it allows for a broad set of KSBs to be evidenced during the post-gateway period

- it assesses KSBs holistically

- it can produce something that is of genuine business benefit to the apprentice's employer

- it allows the apprentice to directly demonstrate KSBs relating to communication and presentation

- the written project report is designed to demonstrate the application of knowledge, skills, and behaviours as they would occur in occupational practice. Producing a written project report reflects normal practice in the workplace for an operations leader, so this assessment method is appropriate for this occupation

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

Delivery

The apprentice must complete a written project report. Examples of types of projects that could be used for the written project report are:

- Introduction of a new process, service, or product to the operational area.

- Identification and implementation of a change plan to improve efficiency or direct saving (e.g. percentage decrease in direct costs, reduction in headcount).

- Implementation of a performance improvement plan for the operational area, that required significant collaboration with wider stakeholders.

- Evaluation of an internal communications project that involved communicating change to different stakeholders.

The EPAO must provide guidance to apprentices to ensure that the written project report is the focus of the assessment, rather than the project itself, allowing the apprentice to meet the KSBs mapped to this assessment method to the highest available grade. The EPAO must refer to the grading descriptors to ensure that written project reports are pitched appropriately.

The project is undertaken and completed on programme and pre-gateway to the EPA. The project itself is not part of the EPA. It is recommended that Training Providers refer to the EPA plan to ensure that the project completed on programme will enable the apprentice to meet the requirements of this assessment method.

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

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

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

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

Component 1: Written project report

The report must include at least:

- an executive summary

- an introduction

- the scope and business need of the project (including key performance indicators, aims and objectives)

- research and analysis outcomes

- project outcomes - did it deliver the benefits included? was it completed to time and cost?

- discussion of findings

- recommendations and conclusions

- references - from external resources

- appendix containing mapping of KSBs to the report.

The written project report must have a word count of 4000 words. A tolerance of 10% above or below is allowed at the apprentice's discretion. Appendices, references and diagrams are not included in this total. The apprentice must produce and include a mapping in an appendix, showing how the report evidences the KSBs mapped to this assessment method.

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

Component 2: Presentation with questions

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

The apprentice must prepare and deliver a presentation to an independent assessor. After the presentation, the independent assessor must ask the apprentice questions about their project, written project report and presentation.

The presentation should cover:

- an analysis of the internal and external factors that impacted the choice of project
- a critical evaluation of the project activity justifying the reason for the project
- detail of the impact the project has had since it was completed

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

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

The independent assessor must ask at least 6 questions. They must use the questions from the EPAO's question bank or create their own questions in line with the EPAO's training. Follow up questions are allowed where clarification is required.

The purpose of the independent assessor's questions is:

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

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

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

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

The independent assessor must have at least 2 weeks to review the project report and any presentation materials, to allow them to prepare questions.

The apprentice must be given at least 2 weeks' notice of the presentation with questions.

Assessment decision

The independent assessor must make the grading decision. They must assess the project components holistically when deciding the grade.

The independent assessor must keep accurate records of the assessment. They must record:

- the KSBs demonstrated in the report and presentation with questions
- the apprentice's answers to questions
- the grade achieved

Assessment location

The presentation with questions must take place in a suitable venue selected by the EPAO for example, the EPAO's or employer's premises. It should take place in a quiet room, free from distractions and influence.

The presentation with questions can be conducted by video conferencing. The EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

Question and resource development

The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. The EPAO must maintain the security and confidentiality of EPA materials when consulting with employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The EPAO must ensure that questions are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

The EPAO must ensure that the apprentice has a different set of questions in the case of re-sits or re-takes.

The EPAO must produce the following materials to support the project:

- independent assessor EPA materials which include:
  - training materials
  - administration materials
  - moderation and standardisation materials
  - guidance materials
  - grading guidance
  - question bank
- EPA guidance for the apprentice and the employer

The EPAO must ensure that the EPA materials are subject to quality assurance procedures including standardisation and moderation.

Professional discussion underpinned by a portfolio of evidence

Overview

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

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

Rationale

This assessment method is being used because:

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

Delivery

The professional discussion must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

An independent assessor must conduct and assess the professional discussion.

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

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

The EPAO must give an apprentice 2 weeks' notice of the professional discussion.

The independent assessor must have at least 2 weeks to review the supporting documentation.

The apprentice must have access to their portfolio of evidence during the professional discussion.

The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence however, the portfolio of evidence is not directly assessed.

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

The apprentice may choose to end the assessment method early. The apprentice must be confident they have demonstrated competence against the assessment requirements for the assessment method. The independent assessor or EPAO must ensure the apprentice is fully aware of all assessment requirements. The independent assessor or EPAO cannot suggest or choose to end any assessment methods early (unless in an

emergency). The EPAO is responsible for ensuring the apprentice understands the implications of ending an assessment early if they choose to do so. The independent assessor may suggest the assessment continues. The independent assessor must document the apprentice's request to end any assessment early.

The independent assessor must ask at least 6 questions. The independent assessor must use the questions from the EPAO's question bank or create their own questions in line with the EPAO's training. Follow-up questions are allowed where clarification is required.

The independent assessor must make the grading decision.

The independent assessor must keep accurate records of the assessment. They must record:

- the apprentice's answers to questions

- the KSBs demonstrated in answers to questions

- the grade achieved

Assessment location

The professional discussion must take place in a suitable venue selected by the EPAO for example, the EPAO's or employer's premises.

The professional discussion can be conducted by video conferencing. The EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

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

Question and resource development

The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. The EPAO must maintain the security and confidentiality of EPA materials when consulting with employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The EPAO must ensure that questions are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

The EPAO must ensure that the apprentice has a different set of questions in the case of re-sits or re-takes.

The EPAO must produce the following materials to support the professional discussion underpinned by a portfolio of evidence:

- independent assessor assessment materials which include:

  - training materials

  - administration materials

  - moderation and standardisation materials

  - guidance materials

  - grading guidance

  - question bank

- EPA guidance for the apprentice and the employer

The EPAO must ensure that the EPA materials are subject to quality assurance procedures including standardisation and moderation.

Grading

Project with report

Fail - does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
Project scope and planning K6 K8 K10 K11 K17 S2 S15 S16	Explains how they identify problems and use methods for researching, analysing interpreting, and evaluating data to inform judgements and provide solutions. (K6, S2) Explains how they manage and prioritise stakeholder relationships and influence and negotiate with stakeholders to shape and agree goals and outcomes when identifying and managing organisational improvement opportunities. (K8, K10, S16) Describes the change management concepts and the methods they use to implement change within their organisation in line with the project brief. (K17) Explains how they identify the current and future needs of the sector and respond to any external factors that may influence the future landscape and evaluates their impact on the organisation. (K11, S15)	Evaluates the impact of their approach to influencing and negotiating with stakeholders to shape and agree goals and outcomes when identifying and managing organisational improvement opportunities. (K8, S16) Critically analyses the current and future needs of the organisation. (K11)
Project implementation K5 K7 K9 K12 K13 S5 S8 S9 S12 B3 B5 B6	Explains how they use IT and software tools to support the needs of the organisation, including advances in technology, and use digital tools to analyse information and monitor performance and budgets to drive the implementation and delivery of plans and projects (K5, S8) Explains how they apply project and financial management tools and techniques to manage and deliver projects within budget and resource requirements, taking accountability and ownership of their own and the team's tasks and workload. (K7, K9, S5, B3) Outlines the problem solving, decision making, influencing, and negotiating models and techniques they used in the project. (K12, K13) Explains how they work collaboratively with others to research, interpret, and analyse information which informs the implementation of business plans or projects. (S9, B6) Explains how they work flexibly and adapt to change when managing continuous improvement and change for their team and organisation. (S12, B5)	Evaluates their approach to managing continuous improvement and change within the project. (S12) Evaluates the impact of the project and financial management techniques they have used to deliver projects within resource requirements, suggesting improvements to facilitate the success of future projects. (K7, K9, S5)
Evaluation and recommendations K1 K15 S1 S10	Selects and applies different communication techniques and methods to present information to stakeholders. (K1, K15, S1) Evaluates the impact of outcomes from organisational plans or projects to drive the decision-making process. (S10)	None

Professional discussion underpinned by a portfolio of evidence

Fail - does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
Managing and leading a team K4 K14 K16 K18 K20 K24 S3 S4 S7 S19 S20 B1 B4	Analyses performance data for individuals and teams to identify areas for improvement, continuous development requirements and learning needs. (K20, S4) Proactively seeks, manages, and facilitates learning opportunities and continuous professional development for themselves and their wider team. (S19, B4) Evaluates how their use of leadership and management tools and techniques helps them to lead and manage a team ethically, set goals and accountabilities, and mediate and resolve any conflicts. (K14, K16, K18, S3, B1) Outlines the people management techniques and collaborative activities they use to coach, mentor, and motivate individuals in their team to achieve organisational goals. (K4, K24, S7, S20)	Critically evaluates their people management approach to motivating team members and individuals. (K4, S7) Evaluates the impact coaching and mentoring techniques have on individuals in their team. (K24, S20)
Organisational governance K2 K3 K22 S6 S11	Applies organisational policies and procedures, and relevant regulatory and legislative requirements while considering their impact on the team, the individual, their role, and the organisation, and interprets and communicates the practical implications of these for stakeholders. (K2, K22, S11) Proactively applies organisational policies and legislative guidelines to lead and influence the team and individuals to support an inclusive culture of equity, diversity, and the promotion of well-being. (K3, S6)	Evaluates their approach to supporting, delivering, and promoting equity, diversity, inclusion, and well-being in terms of impact on the workplace. (K3, S6)
Operational planning K19 K21 K23 K25 S13 S14 S18 S21	Analyses and prioritises organisational activities in response to the operating environment and the impact this has on their role. (K19, S13) Justifies the business continuity principles they apply to ensure the uninterrupted operation of critical functions. (K21, S14) Explains how organisation policies and practices were followed to deliver sustainable services and solutions which enable the organisation to respond to changes in social, economic, and environmental factors. (K23, S18) Evaluates the degree to which operational plans they have developed and implemented align with the strategic direction of the organisation. (K25, S21)	Evaluates the extent to which business continuity principles they apply have ensured the uninterrupted operation of critical functions. (K21, S14) Evaluates the extent to which organisation policies and practices followed to deliver sustainable services and solutions enabled the organisation to respond to changes in social, economic, and environmental factors. (K23, S18)
Stakeholder relationships S17 B2	Explains how they manage relationships across multiple and diverse stakeholders, ensuring they are treated fairly, inclusively and with respect. (S17, B2)	Evaluates the impact of their approach to managing stakeholder relationships and recommends improvements. (S17, B2)

Overall EPA grading

Performance in the EPA determines the overall grade of:

- fail

- pass

- distinction

An independent assessor must individually grade the project with report and professional discussion underpinned by a portfolio of evidence in line with this EPA plan.

The EPAO must combine the individual assessment method grades to determine the overall EPA grade.

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

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

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

PROJECT WITH REPORT	PROFESSIONAL DISCUSSION UNDERPINNED BY A PORTFOLIO OF EVIDENCE	OVERALL GRADING
Fail	Fail	Fail
Fail	Pass	Fail
Pass	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Pass
Distinction	Pass	Pass
Distinction	Distinction	Distinction

Re-sits and re-takes

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

The employer and the EPAO should agree the timescale for a re-sit or re-take. A re-sit is typically taken within 2 months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within 3 months of the EPA outcome notification.

If the apprentice fails the project assessment method, they must amend the project output in line with the independent assessor's feedback. The apprentice will be given 4 weeks to rework and submit the amended report.

Failed assessment methods must be re-sat or re-taken within a 6-month period from the EPA outcome notification, otherwise the entire EPA will need to be re-sat or re-taken in full.

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

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

Roles and responsibilities

ROLES	RESPONSIBILITIES
Apprentice	As a minimum, the apprentice should: • complete on-programme training to meet the KSBs as outlined in the apprenticeship standard for a minimum of 12 months • complete the required amount of off-the-job training specified by the apprenticeship funding rules and as arranged by the employer and training provider • understand the purpose and importance of EPA • prepare for and undertake the EPA including meeting all gateway requirements
Employer	As a minimum, the apprentice's employer must: • select the training provider • work with the training provider to select the EPAO • work with the training provider, where applicable, to support the apprentice in the workplace and to provide the opportunities for the apprentice to develop the KSBs • arrange and support off-the-job training to be undertaken by the apprentice • decide when the apprentice is working at or above the apprenticeship standard and is ready for EPA • ensure the apprentice is prepared for the EPA • ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan • confirm arrangements with the EPAO for the EPA in a timely manner, including who, when, where • provide the EPAO with access to any employer-specific documentation as required for example, company policies • ensure that the EPA is scheduled with the EPAO for a date and time which allows appropriate opportunity for the apprentice to meet the KSBs • ensure the apprentice is given sufficient time away from regular duties to prepare for, and complete the EPA • ensure that any required supervision during the EPA period, as stated within this EPA plan, is in place • ensure the apprentice has access to the resources used to fulfil their role and carry out the EPA for workplace based assessments • remain independent from the delivery of the EPA • pass the certificate to the apprentice upon receipt
EPAO	As a minimum, the EPAO must: • conform to the requirements of this EPA plan and deliver its requirements in a timely manner • conform to the requirements of the apprenticeship provider and assessment register • conform to the requirements of the external quality assurance provider (EQAP) • understand the apprenticeship including the occupational standard and EPA plan • make all necessary contractual arrangements including agreeing the price of the EPA • develop and produce assessment materials including specifications and marking materials, for example mark schemes, practice materials, training material • maintain and apply a policy for the declaration and management of conflict of interests and independence. This must ensure, as a minimum, there is no personal benefit or detriment for those delivering the EPA or from the result of an assessment. It must cover: • apprentices • employers • independent assessors • any other roles involved in delivery or grading of the EPA • have quality assurance systems and procedures that ensure fair, reliable and consistent assessment and maintain records of internal quality assurance (IQA) activity for external quality assurance (EQA) purposes • appoint independent, competent, and suitably qualified assessors in line with the requirements of this EPA plan • appoint administrators, invigilators and any other roles where required to facilitate the EPA • deliver induction, initial and on-going training for all their independent assessors and any other roles involved in the delivery or grading of the EPA as specified within this EPA plan. This should include how to record the rationale and evidence for grading decisions where required

	• conduct standardisation with all their independent assessors before allowing them to deliver an EPA, when the EPA is updated, and at least once a year
	• conduct moderation across all of their independent assessors' decisions once EPAs have started according to a sampling plan, with associated risk rating of independent assessors
	• monitor the performance of all their independent assessors and provide additional training where necessary
	• develop and provide assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders
	• use language in the development and delivery of the EPA that is appropriate to the level of the apprenticeship
	• arrange for the EPA to take place in a timely manner, in consultation with the employer
	• provide information, advice, and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA
	• confirm the gateway requirements have been met before they start the EPA for an apprentice
	• arrange a suitable venue for the EPA
	• maintain the security of the EPA including, but not limited to, verifying the identity of the apprentice, invigilation and security of materials
	• where the EPA plan permits assessment away from the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary
	• confirm the overall grade awarded
	• maintain and apply a policy for conducting appeals
Independent assessor	As a minimum, an independent assessor must: • be independent, with no conflict of interest with the apprentice, their employer or training provider, specifically, they must not receive a personal benefit or detriment from the result of the assessment • have, maintain and be able to evidence up-to-date knowledge and expertise of the occupation • have the competence to assess the EPA and meet the requirements of the IQA section of this EPA plan • understand the apprenticeship's occupational standard and EPA plan • attend induction and standardisation events before they conduct an EPA for the first time, when the EPA is updated, and at least once a year • use language in the delivery of the EPA that is appropriate to the level of the apprenticeship • work with other personnel, where used, in the preparation and delivery of assessment methods • conduct the EPA to assess the apprentice against the KSBs and in line with the EPA plan • make final grading decisions in line with this EPA plan • record and report assessment outcome decisions • comply with the IQA requirements of the EPAO • comply with external quality assurance (EQA) requirements
Training provider	As a minimum, the training provider must: • conform to the requirements of the apprenticeship provider and assessment register • ensure procedures are in place to mitigate against any conflict of interest • work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the KSBs as outlined in the occupational standard • deliver training to the apprentice as outlined in their apprenticeship agreement • monitor the apprentice's progress during any training provider led on-programme learning • ensure the apprentice is prepared for the EPA • work with the employer to select the EPAO • advise the employer, upon request, on the apprentice's readiness for EPA • ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan • remain independent from the delivery of the EPA

Reasonable adjustments

The EPAO must have reasonable adjustments arrangements for the EPA.

This should include:

- how an apprentice qualifies for a reasonable adjustment
- what reasonable adjustments may be made

Adjustments must maintain the validity, reliability and integrity of the EPA as outlined in this EPA plan.

Special considerations

The EPAO must have special consideration arrangements for the EPA.

This should include:

- how an apprentice qualifies for a special consideration
- what special considerations will be given

Special considerations must maintain the validity, reliability and integrity of the EPA as outlined in this EPA plan.

Internal quality assurance

Internal quality assurance refers to the strategies, policies and procedures that an EPAO must have in place to ensure valid, consistent and reliable EPA decisions.

EPAOs for this EPA must adhere to the requirements within the roles and responsibilities table.

They must also appoint independent assessors who:

- have recent relevant experience of the occupation or sector to at least occupational Level 5 gained in the last 5 years or significant experience of the occupation or sector, which must be maintained through Continuous Professional Development

Value for money

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

- utilising digital remote platforms to conduct applicable assessment methods
- using the employer's premises
- conducting assessment methods on the same day

Professional recognition

This apprenticeship aligns with:

- The Chartered Management Institute for Member, as well as Chartered Manager status, where they can evidence 3+ years management experience
- Institute of Leadership for Member

KSB mapping table

KNOWLEDGE	ASSESSMENT METHODS
K1 Presentation skills and methods.	Project with report
K2 Relevant regulation and legislation requirements, and their impact on their team, the individual, their role and the organisation.	Professional discussion underpinned by a portfolio of evidence
K3 Legislation and organisational policies relating to equity, diversity and inclusion in the workplace and their impact on the organisation and stakeholders.	Professional discussion underpinned by a portfolio of evidence
K4 Approaches to people management, for example recruitment, performance management, reward, and talent management and resource planning.	Professional discussion underpinned by a portfolio of evidence
K5 IT and software tools used to support the current and future needs of the organisation, including advances in technology.	Project with report
K6 Methods for researching, analysing, interpreting and evaluating data to inform judgements and enable decision making.	Project with report
K7 Financial management techniques and implications of decisions for budgets.	Project with report
K8 How to identify and manage organisational improvement opportunities.	Project with report
K9 Project management tools and techniques.	Project with report
K10 Methods used to identify, manage and prioritise stakeholder relationships.	Project with report
K11 The current and future needs of the sector and the impact on their organisation.	Project with report
K12 Problem solving and decision-making techniques.	Project with report
K13 Influencing and negotiation models and techniques.	Project with report
K14 Conflict resolution and mediation processes.	Professional discussion underpinned by a portfolio of evidence
K15 Communication techniques and approaches.	Project with report
K16 Ethics and values-based leadership theories and principles, for example employee wellbeing.	Professional discussion underpinned by a portfolio of evidence
K17 Change management concepts and methods for implementing change within the organisation.	Project with report
K18 Leadership and management tools and techniques.	Professional discussion underpinned by a

	portfolio of evidence
K19 The sector in which the organisation operates and its impact on their role.	Professional discussion underpinned by a portfolio of evidence
K20 The continuous development requirements and learning needs of their team.	Professional discussion underpinned by a portfolio of evidence
K21 Business continuity principles, including risk assessment, contingency planning and disaster recovery.	Professional discussion underpinned by a portfolio of evidence
K22 Organisational policies and procedures, for example health and safety.	Professional discussion underpinned by a portfolio of evidence
K23 Responsible organisation policies and practices covering social, environmental, and economic factors, including sustainability.	Professional discussion underpinned by a portfolio of evidence
K24 Coaching and mentoring techniques.	Professional discussion underpinned by a portfolio of evidence
K25 The strategic direction of the organisation and the impact on operational plans.	Professional discussion underpinned by a portfolio of evidence

SKILL	ASSESSMENT METHODS
S1 Communicate and present information to stakeholders using different types of media.	Project with report
S2 Identify problems and provide solutions.	Project with report
S3 Manage and set goals and accountabilities for individuals and teams.	Professional discussion underpinned by a portfolio of evidence
S4 Analyse performance data for individuals and teams to identify areas for improvement.	Professional discussion underpinned by a portfolio of evidence
S5 Manage and influence project activity to deliver within budget and resource requirements.	Project with report
S6 Lead and influence the team and individuals to support an inclusive culture of equity, diversity, and the promotion of well-being.	Professional discussion underpinned by a portfolio of evidence
S7 Motivate team members and individuals through collaborative activities, for example one-to-one coaching and team meetings, to achieve organisational goals.	Professional discussion underpinned by a portfolio of evidence
S8 Use digital tools to analyse information and monitor performance and budgets to drive the implementation and delivery of plans and projects.	Project with report
S9 Research, interpret and analyse information to inform the implementation of business plans or projects.	Project with report
S10 Evaluate the impact of outcomes from organisational plans or projects to drive the decision-making process.	Project with report
S11 Interpret and implement the practical application of regulation, legislation and organisational policies for stakeholders.	Professional discussion underpinned by a portfolio of evidence
S12 Manage continuous improvement and change for their team and organisation.	Project with report
S13 Analyse and prioritise organisation activities in response to the operating environment.	Professional discussion underpinned by a portfolio of evidence
S14 Implement business continuity plans, including risk assessment, contingency planning and disaster recovery, to ensure the uninterrupted operation of critical functions.	Professional discussion underpinned by a portfolio of evidence
S15 Identify and respond to external factors that may influence the future landscape and evaluate their impact on the organisation.	Project with report
S16 Influence and negotiate with stakeholders to shape and agree goals and outcomes.	Project with report
S17 Manage relationships across multiple and diverse stakeholders.	Professional discussion underpinned by a portfolio of evidence

S18 Deliver sustainable services and solutions which allow the organisation to respond to changes in social, economic and environmental factors.	Professional discussion underpinned by a portfolio of evidence
S19 Manage and facilitate learning and continuous professional development for their team.	Professional discussion underpinned by a portfolio of evidence
S20 Coach and mentor individuals within their team.	Professional discussion underpinned by a portfolio of evidence
S21 Develop and implement operational plans that align with the strategic direction of the organisation.	Professional discussion underpinned by a portfolio of evidence
BEHAVIOUR	**ASSESSMENT METHODS**
B1 Acts professionally, ethically and with integrity.	Professional discussion underpinned by a portfolio of evidence
B2 Supports an inclusive culture, treating colleagues and stakeholders fairly and with respect.	Professional discussion underpinned by a portfolio of evidence
B3 Takes accountability and ownership of their own and the team's tasks and workload.	Project with report
B4 Seeks learning opportunities and continuous professional development for self and the wider team.	Professional discussion underpinned by a portfolio of evidence
B5 Works flexibly and adapts to circumstances.	Project with report
B6 Works collaboratively with others across the organisation and stakeholders.	Project with report

Mapping of KSBs to grade themes

Project with report

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Project scope and planning K6 K8 K10 K11 K17 S2 S15 S16	Methods for researching, analysing, interpreting and evaluating data to inform judgements and enable decision making. (K6) How to identify and manage organisational improvement opportunities. (K8) Methods used to identify, manage and prioritise stakeholder relationships. (K10) The current and future needs of the sector and the impact on their organisation. (K11) Change management concepts and methods for implementing change within the organisation. (K17)	Identify problems and provide solutions. (S2) Identify and respond to external factors that may influence the future landscape and evaluate their impact on the organisation. (S15) Influence and negotiate with stakeholders to shape and agree goals and outcomes. (S16)	None
Project implementation K5 K7 K9 K12 K13 S5 S8 S9 S12 B3 B5 B6	IT and software tools used to support the current and future needs of the organisation, including advances in technology. (K5) Financial management techniques and implications of decisions for budgets. (K7) Project management tools and techniques. (K9) Problem solving and decision-making techniques. (K12) Influencing and negotiation models and techniques. (K13)	Manage and influence project activity to deliver within budget and resource requirements. (S5) Use digital tools to analyse information and monitor performance and budgets to drive the implementation and delivery of plans and projects. (S8) Research, interpret and analyse information to inform the implementation of business plans or projects. (S9) Manage continuous improvement and change for their team and organisation. (S12)	Takes accountability and ownership of their own and the team's tasks and workload. (B3) Works flexibly and adapts to circumstances. (B5) Works collaboratively with others across the organisation and stakeholders. (B6)
Evaluation and recommendations K1 K15 S1 S10	Presentation skills and methods. (K1) Communication techniques and approaches. (K15)	Communicate and present information to stakeholders using different types of media. (S1) Evaluate the impact of outcomes from organisational plans or projects to drive the decision-making process. (S10)	None

Professional discussion underpinned by a portfolio of evidence

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Managing and leading a team K4 K14 K16 K18 K20 K24 S3 S4 S7 S19 S20 B1 B4	Approaches to people management, for example recruitment, performance management, reward, and talent management and resource planning. (K4) Conflict resolution and mediation processes. (K14) Ethics and values-based leadership theories and principles, for example employee wellbeing. (K16) Leadership and management tools and techniques. (K18) The continuous development requirements and learning needs of their team. (K20) Coaching and mentoring techniques. (K24)	Manage and set goals and accountabilities for individuals and teams. (S3) Analyse performance data for individuals and teams to identify areas for improvement. (S4) Motivate team members and individuals through collaborative activities, for example one-to-one coaching and team meetings, to achieve organisational goals. (S7) Manage and facilitate learning and continuous professional development for their team. (S19) Coach and mentor individuals within their team. (S20)	Acts professionally, ethically and with integrity. (B1) Seeks learning opportunities and continuous professional development for self and the wider team. (B4)
Organisational governance K2 K3 K22 S6 S11	Relevant regulation and legislation requirements, and their impact on their team, the individual, their role and the organisation. (K2) Legislation and organisational policies relating to equity, diversity and inclusion in the workplace and their impact on the organisation and stakeholders. (K3) Organisational policies and procedures, for example health and safety. (K22)	Lead and influence the team and individuals to support an inclusive culture of equity, diversity, and the promotion of well-being. (S6) Interpret and implement the practical application of regulation, legislation and organisational policies for stakeholders. (S11)	None
Operational planning K19 K21 K23 K25 S13 S14 S18 S21	The sector in which the organisation operates and its impact on their role. (K19) Business continuity principles, including risk assessment, contingency planning and disaster recovery. (K21) Responsible organisation policies and practices covering social, environmental, and economic factors, including sustainability. (K23) The strategic direction of the organisation and the impact on operational plans. (K25)	Analyse and prioritise organisation activities in response to the operating environment. (S13) Implement business continuity plans, including risk assessment, contingency planning and disaster recovery, to ensure the uninterrupted operation of critical functions. (S14) Deliver sustainable services and solutions which allow the organisation to respond to changes in social, economic and environmental factors. (S18) Develop and implement operational plans that align with the strategic direction of the organisation. (S21)	None

Stakeholder relationships S17 B2	None	Manage relationships across multiple and diverse stakeholders. (S17)	Supports an inclusive culture, treating colleagues and stakeholders fairly and with respect. (B2)

Version log

Version	Change detail	Earliest start date	Latest start date	Latest end date
1.4	End point assessment plan revised	25/09/2024	Not set	Not set
1.3	Occupational standard, end-point assessment plan and funding band revised	19/09/2024	24/09/2024	Not set
1.2	End-point assessment plan revised	21/10/2020	18/09/2024	Not set
1.1	The funding band for this standard has been reviewed as part of the apprenticeship funding band review. The new funding band is £7000	04/03/2019	20/10/2020	Not set
1.0	Retired	01/06/2016	03/03/2019	Not set