

# Operations/ Departmental Manager Apprenticeship



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

Key responsibilities may include creating and delivering operational plans, managing projects, leading and managing teams, managing change, financial and resource management, talent management, coaching and mentoring.

Roles may include: Operations Manager, Regional Manager, Divisional Manager, Department Manager and specialist managers.

## Entry

To confirm eligibility and get more information about this, please speak to your line manager or e-mail: [training@delticgroup.co.uk](mailto:training@delticgroup.co.uk).

## Duration

Typically this Apprenticeship will take 2 ½ years.

## Qualifications

Apprentices without level 2 English and maths will need to achieve this level prior to taking the end-point assessment.

## Progression

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

## Level

This apprenticeship standard is set at level 5.

## Functional Skills

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

## End Assessment

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

## HIT Professional Trainers

Each apprentice will be assigned a designated Trainer by HIT who will visit them and their line manager bi-monthly at their workplace throughout the apprenticeship. On alternate months, the HIT Trainer will be in contact with the apprentice to coach, mentor and discuss progress.

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

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

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

# INDEPENDENT END POINT ASSESSMENT

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

The independent end assessment ensures that all apprentices consistently achieve the industry set professional standard and can commence at any point once the apprentice is competent after the twelve-month minimum period of learning and development. Prior to independent end assessment the functional skills English and maths components of the apprenticeship must be successfully completed.

## Summary of independent end point assessment process

The apprentice will be assessed to the apprenticeship standard using four complementary assessment methods. The assessment is synoptic, i.e. takes a view of the overall performance of the apprentice in their job. The assessment activities will be completed by the independent end point assessment organisation as follows:



### Knowledge test

The knowledge requirements within the Standard will be tested using a structured series of questions to assess the apprentice's knowledge to ensure all aspects are given coverage. It should be set at a level which would be expected to be achieved through a Level 5 Diploma (or equivalent) or from training of an equivalent standard, quality and scope.

A series of different scenarios and situations will be used, with a series of questions requiring responses which will demonstrate the apprentices knowledge of that particular topic. The knowledge test may be delivered online or be paper-based, and is likely to be multiple choice. The assessment organisation will set out the test specifications including the number of questions to be included, time allowed, and conditions for invigilation, to ensure consistency and quality.



### Structured competency based interview

The knowledge requirements within the Standard will be tested using a structured series of questions to assess the apprentice's knowledge to ensure all aspects are given coverage.

The interview can be conducted using a range of media (telephone interview, live media, online or written), whichever is the most appropriate for the apprentice.



### Assessment of portfolio of evidence

The completed portfolio will be assessed by the Independent Assessor who makes their own judgement on the quality of the work. It will comprise a collection of evidence (preferably in an online portfolio with written, audio and video evidence) which might include:

- ▶ Written statements
- ▶ Presentations
- ▶ Performance reviews between employer and apprentice
- ▶ Observations (recorded by the training provider)
- ▶ Reports
- ▶ Ongoing professional discussions between apprentice and training provider relating to projects and assignments (recorded by the training provider)

## Complete first 3 activities in any order



### Presentation on work based project

The Work Based Project is one that represents the skills, knowledge and behaviours in the Standard. It provides a substantive evidence base from a business related project to demonstrate the application of skills and knowledge.

The project will take place towards the end of the apprenticeship – likely to be during the 6 months

Each project must enable the following to be demonstrated:

- ▶ The application of knowledge and skills to meet the outcomes in the standard
- ▶ The approach to planning and completion of the project
- ▶ The application of behaviours from the standard

#### The Presentation

The presentation focuses on the outcomes of the Work Based Project. It will be given to a panel comprising the independent assessor, training provider and employer.

The apprentice will deliver a 15 minute presentation which describes the

objectives and outputs of their work based project, and will demonstrate:

- ▶ What the apprentice set out to achieve
- ▶ What they have produced in the project
- ▶ How they approached the work and dealt with any issues
- ▶ Confirm the demonstration of appropriate interpersonal and behavioural skills

#### Question and Answer session

The apprentice will provide responses to a series of competency based questions put to them by the panel members. The questions will require the apprentice to draw on their experiences throughout their apprenticeship but will also focus on the findings/recommendations made within their Work Based Project activity.

Further guidance will be developed by the employer group and provider steering group, on the nature of presentation and the assessment criteria used, as well as a template for the question and answer session.



### Professional discussion

The apprentice will provide evidence of any additional learning/CPD undertaken during the apprenticeship, which will include:

- ▶ Activity undertaken during the Level 5 Diploma or learning activity
- ▶ Details of any formal or informal learning undertaken
- ▶ Details of any professional discussions undertaken or support provided through Professional Bodies

The Independent Assessor will undertake a professional discussion with the apprentice to identify the objective of the activity, and reflect on the outcome and how learning gained was applied.



### Completion

The Independent end assessor confirms that each assessment element has been completed. The apprenticeship includes Pass and Distinction grades with the final grade based on the apprentice's combined performance in each assessment activity. In order to pass the apprentice is required to pass each of the assessments. Should an apprentice fail one assessment activity this should be retaken as soon as the apprentice is ready and when

practicable for the business. Should they fail two or more activities a period of further training and development lasting between one and three months must take place before a resit. For more information on grading criteria please refer to the apprenticeship standard assessment plan by searching via:

<https://findapprenticeshiptraining.sfa.bis.gov.uk/>

#### Independent end point assessment organisations

Approved assessment organisations are registered on the SFA Register of apprenticeship assessment organisations. Assessment organisations are responsible for ensuring assessments are conducted fairly and that assessments are valid, reliable and consistent. To access the list and find an assessment organisation visit: <https://www.gov.uk/government/publications/using-the-register-of-apprentice-assessment-organisations>.

**The employer will approve and appoint the assessment organisation to undertake the independent end assessment of the apprentice.**