

# STA EXCEL ME LEVEL 5 END POINT ASSESSMENT FOR ST0385 OPERATIONS MANAGER

## SPECIFICATION

### The Standard and Assessment Methods

<b>Standard title and version</b>	<b>Operations Manager 1.4</b>
<b>Standard code</b>	ST0385
<b>Level</b>	5
<b>Duration of EPA</b>	5 months

## Assessment Methods

During EPA the apprentice must complete two assessment methods as outlined in the table below.

Assessment Method	Timings
<b>Professional discussion, underpinned by a portfolio of evidence</b>	<p>The EPAO must give an apprentice 2 weeks' notice of the professional discussion.</p> <p>The independent assessor must have at least 2 weeks to review the supporting documentation.</p> <p>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.</p> <p>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.</p>
<b>Project with Report</b>	<p>This assessment method has 2 components:</p> <ul style="list-style-type: none"> <li>• written project report</li> <li>• presentation with questions and answers</li> </ul> <p>The apprentice must complete a written project report. Examples of types of projects that could be used for the written project report are:</p> <ul style="list-style-type: none"> <li>• Introduction of a new process, service, or product to the operational area.</li> <li>• Identification and implementation of a change plan to improve efficiency or direct saving (e.g. percentage decrease in direct costs, reduction in headcount).</li> <li>• Implementation of a performance improvement plan for the operational area, that required significant collaboration with wider stakeholders.</li> <li>• Evaluation of an internal communications project that involved communicating change to different stakeholders.</li> </ul>

## Gateway Requirements

Prior to EPA, the following requirements must be met by the apprentice.

Requirement	Description
<b>Occupational competency</b>	The training provider and employer agree the apprentice is consistently meeting the KSBs within the assessment plan.
<b>Gateway declaration</b>	The training provider, employer and apprentice must sign and submit the gateway declaration.
<b>Functional skills</b>	Complete training towards English and mathematics qualifications in line with the apprenticeship funding rules.
<b>Portfolio of evidence</b>	<p>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.</p> <p>Evidence sources may include:</p> <ul style="list-style-type: none"> <li>• workplace documentation and records, for example:</li> <li>• workplace policies and procedures</li> <li>• witness statements</li> <li>• annotated photographs</li> <li>• video clips with a maximum total duration 5 minutes; the apprentice must be in view and identifiable.</li> </ul> <p>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.</p>
<b>Written project report</b>	<p>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.</p> <p>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.</p>

## Assessment Grading

Each assessment component is graded individually which are combined to produce an overall grade. Each assessment component outcome includes a fail, pass and distinction grade.

Professional discussion (underpinned by a portfolio of evidence)	Project proposal, presentation and questioning	Overall Grade
FAIL	FAIL	<b>FAIL</b>
FAIL	PASS	<b>FAIL</b>
PASS	FAIL	<b>FAIL</b>
FAIL	DISTINCTION	<b>FAIL</b>
DISTINCTION	FAIL	<b>FAIL</b>
PASS	PASS	<b>PASS</b>
PASS	DISTINCTION	<b>PASS</b>
DISTINCTION	PASS	<b>PASS</b>
DISTINCTION	DISTINCTION	<b>DISTINCTION</b>

## Retake and Resits

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 Excel Me will 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.

## Results and Certification

Once all assessments have been successfully completed a final grade will be allocated. Confirmation of achievement will be communicated to the apprentice employer and training provider. Excel Me will claim certificates via the Institute for Apprenticeships and Technical Education (IfATE) and sent to the address provided during the planning meeting.

## Assessment Location

All assessment components for this standard will be conducted online using suitable video conferencing software. Excel Me will have processes in place verify the identity of the apprentice and ensure the apprentice is not being aided.

## Language of Assessment

All assessments are conducted in English unless a reasonable adjustment is in place.

## Reasonable Adjustment

Reasonable adjustments are changes made to an assessment or to the way an assessment is conducted that reduce or remove a disadvantage caused by a student's disability. Further information on reasonable adjustment can be found within the Excel Me Reasonable Adjustment policy made available on the Excel Me website.

## End Point Assessment Components

### 1. Project with Report

This assessment method has 2 components:

- written project report
- presentation with questions and answers

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 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. Excel Me and the independent assessor will ensure the apprentice is fully aware of all assessment requirements.

## **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 Excel Me by the end of week 12 of the EPA period.

## **Component 2: Presentation with Questions**

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 must submit any presentation materials to Excel Me at the same time as the report - by the end of week 12 of the EPA period, along with any technical requirements for the presentation.

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.



## Grading

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
<b>Project scope and planning K6 K8 K10 K11 K17 S2 S15 S16</b>	<p>Explains how they identify problems and use methods for researching, analysing interpreting, and evaluating data to inform judgements and provide solutions. (K6, S2)</p> <p>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)</p> <p>Describes the change management concepts and the methods they use to implement change within their organisation in line with the project brief. (K17)</p> <p>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)</p>	<p>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)</p> <p>Critically analyses the current and future needs of the organisation. (K11)</p>

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
<b>Project implementation</b> <b>K5 K7 K9 K12 K13</b> <b>S5 S8 S9 S12 B3 B5</b> <b>B6</b>	<p>Explains how they use IT and software tools to support the needs of the organisation, including advances in technology, and use digital tools to analyse information and monitor performance and budgets to drive the implementation and delivery of plans and projects (K5, S8)</p> <p>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)</p> <p>Outlines the problem solving, decision making, influencing, and negotiating models and techniques they used in the project. (K12, K13)</p> <p>Explains how they work collaboratively with others to research, interpret, and analyse information which informs the implementation of business plans or projects. (S9, B6)</p> <p>Explains how they work flexibly and adapt to change when managing continuous improvement and change for their team and organisation. (S12, B5)</p>	<p>Evaluates their approach to managing continuous improvement and change within the project. (S12)</p> <p>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)</p>
<b>Evaluation and recommendations</b> <b>K1 K15 S1 S10</b>	<p>Selects and applies different communication techniques and methods to present information to stakeholders. (K1, K15, S1)</p> <p>Evaluates the impact of outcomes from organisational plans or projects to drive the decision-making process. (S10)</p>	None

## **2. Professional Discussion underpinned by a portfolio of Evidence**

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 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 independent assessor must ask at least 6 questions from either the question bank provided by Excel Me or create their own questions. Follow-up questions are allowed where clarification is required.

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

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

## Grading

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
<b>Managing and leading a team</b> K4 K14 K16 K18 K20 K24 S3 S4 S7 S19 S20 B1 B4	<p>Analyses performance data for individuals and teams to identify areas for improvement, continuous development requirements and learning needs. (K20, S4)</p> <p>Proactively seeks, manages, and facilitates learning opportunities and continuous professional development for themselves and their wider team. (S19, B4)</p> <p>Evaluates how their use of leadership and management tools and techniques helps them to lead and manage a team ethically, set goals and accountabilities, and mediate and resolve any conflicts. (K14, K16, K18, S3, B1)</p> <p>Outlines the people management techniques and collaborative activities they use to coach, mentor, and motivate individuals in their team to achieve organisational goals. (K4, K24, S7, S20)</p>	<p>Critically evaluates their people management approach to motivating team members and individuals. (K4, S7)</p> <p>Evaluates the impact coaching and mentoring techniques have on individuals in their team. (K24, S20)</p>
<b>Organisational governance</b> K2 K3 K22 S6 S11	<p>Applies organisational policies and procedures, and relevant regulatory and legislative requirements while considering their impact on the team, the individual, their role, and the organisation, and interprets and communicates the practical implications of these for stakeholders. (K2, K22, S11)</p> <p>Proactively applies organisational policies and legislative guidelines to lead and influence the team and individuals to support an inclusive culture of equity, diversity, and the promotion of well-being. (K3, S6)</p>	<p>Evaluates their approach to supporting, delivering, and promoting equity, diversity, inclusion, and well-being in terms of impact on the workplace. (K3, S6)</p>

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
<b>Operational planning K19 K21 K23 K25 S13 S14 S18 S21</b>	<p>Analyses and prioritises organisational activities in response to the operating environment and the impact this has on their role. (K19, S13)</p> <p>Justifies the business continuity principles they apply to ensure the uninterrupted operation of critical functions. (K21, S14)</p> <p>Explains how organisation policies and practices were followed to deliver sustainable services and solutions which enable the organisation to respond to changes in social, economic, and environmental factors. (K23, S18)</p> <p>Evaluates the degree to which operational plans they have developed and implemented align with the strategic direction of the organisation. (K25, S21)</p>	<p>Evaluates the extent to which business continuity principles they apply have ensured the uninterrupted operation of critical functions. (K21, S14)</p> <p>Evaluates the extent to which organisation policies and practices followed to deliver sustainable services and solutions enabled the organisation to respond to changes in social, economic, and environmental factors. (K23, S18)</p>
<b>Stakeholder relationships S17 B2</b>	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)

## Mapping of KSBs to grade themes

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

KSBs grouped by theme	Knowledge	Skills	Behaviour
Evaluation and recommendations K1 K15 S1 S10	<p>Presentation skills and methods. (K1)</p> <p>Communication techniques and approaches. (K15)</p>	<p>Communicate and present information to stakeholders using different types of media. (S1)</p> <p>Evaluate the impact of outcomes from organisational plans or projects to drive the decision-making process. (S10)</p>	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	<p>Approaches to people management, for example recruitment, performance management, reward, and talent management and resource planning. (K4)</p> <p>Conflict resolution and mediation processes. (K14)</p> <p>Ethics and values-based leadership theories and principles, for example employee wellbeing. (K16)</p> <p>Leadership and management tools and techniques. (K18)</p> <p>The continuous development requirements and learning needs of their team. (K20)</p> <p>Coaching and mentoring techniques. (K24)</p>	<p>Manage and set goals and accountabilities for individuals and teams. (S3)</p> <p>Analyse performance data for individuals and teams to identify areas for improvement. (S4)</p> <p>Motivate team members and individuals through collaborative activities, for example one-to-one coaching and team meetings, to achieve organisational goals. (S7)</p> <p>Manage and facilitate learning and continuous professional development for their team. (S19)</p> <p>Coach and mentor individuals within their team. (S20)</p>	<p>Acts professionally, ethically and with integrity. (B1)</p> <p>Seeks learning opportunities and continuous professional development for self and the wider team. (B4)</p>

KSBs grouped by theme	Knowledge	Skills	Behaviour
Organisational governance K2 K3 K22 S6 S11	<p>Relevant regulation and legislation requirements, and their impact on their team, the individual, their role and the organisation. (K2)</p> <p>Legislation and organisational policies relating to equity, diversity and inclusion in the workplace and their impact on the organisation and stakeholders. (K3)</p> <p>Organisational policies and procedures, for example health and safety. (K22)</p>	<p>Lead and influence the team and individuals to support an inclusive culture of equity, diversity, and the promotion of well-being. (S6)</p> <p>Interpret and implement the practical application of regulation, legislation and organisational policies for stakeholders. (S11)</p>	None
Operational planning K19 K21 K23 K25 S13 S14 S18 S21	<p>The sector in which the organisation operates and its impact on their role. (K19)</p> <p>Business continuity principles, including risk assessment, contingency planning and disaster recovery. (K21)</p> <p>Responsible organisation policies and practices covering social, environmental, and economic factors, including sustainability. (K23)</p> <p>The strategic direction of the organisation and the impact on operational plans. (K25)</p>	<p>Analyse and prioritise organisation activities in response to the operating environment. (S13)</p> <p>Implement business continuity plans, including risk assessment, contingency planning and disaster recovery, to ensure the uninterrupted operation of critical functions. (S14)</p> <p>Deliver sustainable services and solutions which allow the organisation to respond to changes in social, economic and environmental factors. (S18)</p> <p>Develop and implement operational plans that align with the strategic direction of the organisation. (S21)</p>	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)