Training Qualifications UK

TQUK Level 5 End-Point Assessment for ST0385 **Operations Manager** V1.4

Qualification Number: 610/1003/0

Standard Specification

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Key Information

Reference:	ST0385
Version:	V1.4
Level:	5
Typical duration to gateway:	24 months
Typical EPA period:	5 months
Maximum funding:	£9,000
Route:	Business and administration
Approved for delivery:	01 June 2016
Date updated:	25 September 2024
Lars code:	104
EQA provider:	Ofqual
Review:	This apprenticeship standard will be reviewed in accordance with the IfATE change request policy
Qualification Number	610/1003/0

Apprenticeship Summary

Overview of the Role

Managing teams and projects in line with a private, public, or voluntary organisation's operational or departmental strategy.

Occupation Summary

This occupation is found in small, medium, large, and multinational organisations in private, public, and third sectors across all areas of the economy.

Operations managers perform leadership and management duties with teams and senior managers to ensure that teams fulfil their roles and meet organisational goals. They are essential to all business models that have an operational area or department with a workforce to lead, manage, and support.

The broad purpose of this occupation is to provide leadership, with both operational and project responsibilities. An operations manager is responsible for managing individuals or a team, offering direction, instructions, and guidance to achieve set goals. They are crucial for the smooth functioning of all departments within an organisation and ensure that their functions are administered and maintained in accordance with legislation and the organisation's policies and procedures. Operations managers provide clear and inclusive leadership and direction within their area of responsibility. This typically involves setting, managing, and monitoring the achievement of core objectives aligned with the organisation's overall strategic goals. In smaller organisations, they are also likely to contribute to the execution and achievement of these strategic objectives.

In their daily work, an employee in this occupation interacts with colleagues from various internal departments, including operations, human resources, finance, legal, IT, sales and marketing, and project groups. Operations managers also engage with external stakeholders such as customers, clients, and suppliers. They may work in diverse environments, including offices, onsite locations, or remotely, demonstrating a high level of flexibility and adaptability to meet organisational needs.

An employee in this occupation is responsible for leading and managing their operational function. This includes being accountable for developing team members, managing projects, planning and reviewing workloads and resources, delivering operational plans, resolving problems, and building relationships both internally and externally.

An operations manager may work as part of a network or in a team setting. They operate within agreed budgets and available resources, reporting to senior leaders. They are responsible for decision-making and guiding or influencing the decisions of others. This includes applying business continuity principles, collecting and interpreting data to identify trends, analysing resources, and finding ways to improve efficiencies.

Operations managers understand how their role supports the broader organisational structure. They apply codes of practice, legislation, and regulations relevant to their organisation's operations. This encompasses legal and ethical responsibilities, as well as equity, diversity and inclusion, health and safety, and the sustainability impacts of the organisation.

Typical Job Titles

Area manager
Department manager
General manager
Operations manager
Regional manager
Specialist manager

Professional Recognition

This standard aligns with the following professional recognition:

- 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.

Assessment Methods

The end-point assessment (EPA) for this standard consists of two assessment methods:

Project with report

Professional discussion underpinned by a portfolio of evidence

Assessment Order

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.

EPA Window

The EPA period starts when Training Qualifications UK (TQUK) confirms the gateway requirements have been met and is typically five months.

Gateway Considerations

Before the apprentice can start their EPA, the training provider is required to upload the following:

- Photo ID
- Portfolio of evidence

The apprentice must also have completed the on-programme project which will form the basis of their written project report.

At gateway, the training provider is also requested sign a declaration to confirm that the English and maths requirements have been met in line with the funding rules.

Project with report

Assessment Overview

The 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. It will present a typical business task, appropriate for demonstrating the skills and knowledge in the occupational standard. Each project will typically take six months to complete, and will typically be undertaken on the employer's premises or, where this is not practical, on the training provider's premises.

This assessment method has **two components**:

1. written project report
2. presentation with questions and answers.

Together, these components give the apprentice the opportunity to demonstrate the knowledge, skills, and behaviours (KSBs) mapped to this assessment method.

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.

Although the research and project will be completed on-programme, so before the gateway, **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 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 it 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.

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
- an appendix containing mapping of KSBs to the report.

The written project report must have a word count of **4,000 words** (with an allowed tolerance of 10% above or below 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 TQUK by the end of **week 12 of the EPA period**.

Component 2: Presentation with questions

The apprentice must prepare and deliver a presentation to the End-Point Assessor. After the presentation, the 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 assessor must use the full time available for questioning, and can increase the time of the presentation and questioning by up to 10% to allow the apprentice to complete their last point or respond to a question if necessary.

The End-Point Assessor must ask at least **six questions**. Follow up questions are allowed where clarification is required. The purpose of these 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 TQUK at the same time as the report, i.e. by the end of week 12 of the EPA period. The apprentice must notify TQUK 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
- flip chart and writing and drawing materials
- computer.

The End-Point Assessor must have at least **two weeks** to review the project report and any presentation materials to allow them to prepare questions. The apprentice must be given at least **two weeks'** notice of the presentation with questions.

The presentation with questions must take place in a suitable venue, for example the employer's premises, in a controlled environment, free from any distractions. The presentation with questions can be conducted by video conferencing using Microsoft Teams.

Grading

The End-Point Assessor will make all grading decisions.

This assessment is graded fail, pass, or distinction, according to the grading criteria.

To achieve a pass in this assessment, the apprentice must meet all the pass criteria. To be awarded a distinction, they must meet all the pass criteria and all the distinction criteria.

If the apprentice does not meet all the pass criteria, this assessment will be graded as a fail.

Project with report - KSBs and Grading Criteria

Project scope and planning	
Pass	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)
Dist.	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)
K6 Methods for researching, analysing, interpreting and evaluating data to inform judgements and enable decision making.	
K8 How to identify and manage organisational improvement opportunities.	
K10 Methods used to identify, manage and prioritise stakeholder relationships.	
K11 The current and future needs of the sector and the impact on their organisation.	
K17 Change management concepts and methods for implementing change within the organisation.	
S2 Identify problems and provide solutions.	
S15 Identify and respond to external factors that may influence the future landscape and evaluate their impact on the organisation.	
S16 Influence and negotiate with stakeholders to shape and agree goals and outcomes.	

Project implementation	
Pass	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)
Dist.	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)
K5 IT and software tools used to support the current and future needs of the organisation, including advances in technology.	
K7 Financial management techniques and implications of decisions for budgets.	
K9 Project management tools and techniques.	
K12 Problem solving and decision-making techniques.	
K13 Influencing and negotiation models and techniques.	
S5 Manage and influence project activity to deliver within budget and resource requirements.	
S8 Use digital tools to analyse information and monitor performance and budgets to drive the implementation and delivery of plans and projects.	
S9 Research, interpret and analyse information to inform the implementation of business plans or projects.	
S12 Manage continuous improvement and change for their team and organisation.	
B3 Takes accountability and ownership of their own and the team's tasks and workload.	
B5 Works flexibly and adapts to circumstances.	
B6 Works collaboratively with others across the organisation and stakeholders.	

Evaluation and recommendations	
Pass	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)
Dist.	N/A
K1 Presentation skills and methods.	
K15 Communication techniques and approaches.	
S1 Communicate and present information to stakeholders using different types of media.	
S10 Evaluate the impact of outcomes from organisational plans or projects to drive the decision-making process.	

Portfolio of Evidence

Apprentices must compile a portfolio containing evidence during the on-programme period of the apprenticeship to demonstrate the knowledge, skills and behaviours (KSBs) that the professional discussion will assess. The portfolio will typically contain **16 discrete pieces of evidence**.

Evidence should be mapped against the KSBs assessed by the professional discussion and may be used to demonstrate more than one KSB. The apprentice must provide evidence for all the KSBs. Incomplete portfolios will be rejected at the gateway stage.

The Portfolio Mapping and Tracking Form allows the apprentice to identify which piece of evidence meets each KSB.

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 of five minutes; the apprentice must be in view and identifiable.

Any employer contributions to the portfolio of evidence should focus on direct observation of performance (a witness statement, for example) rather than opinions.

This is not a definitive list; other evidence sources are possible. However, the evidence provided must be valid and attributable to the apprentice.

The portfolio of evidence should not include reflective accounts or any methods of self-assessment.

As the portfolio is to underpin the professional discussion, it is not directly assessed or marked. It will only be reviewed to prepare questions for the professional discussion, and the End-Point Assessor will not be required to give feedback on the portfolio after this review.

Professional Discussion
underpinned by a portfolio of evidence

Overview

The professional discussion involves the End-Point Assessor and the apprentice having a formal two-way conversation. It must be structured to give the apprentice the opportunity to demonstrate the knowledge, skills, and behaviours (KSBs) mapped to this assessment method to the highest available grade.

The End-Point Assessor will 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 professional discussion must last for **60 minutes**. The End-Point Assessor can increase the time by up to 10% to allow the apprentice to respond to a question if necessary.

The apprentice must have **two weeks'** notice of the professional discussion, and the End-Point Assessor must have at least **two weeks** to review the supporting documentation.

The apprentice must have access to their portfolio of evidence during the professional discussion to refer to and illustrate their answers with evidence from the portfolio.

The End-Point Assessor must ask at least **six questions**. Follow-up questions are allowed where clarification is required.

The professional discussion must take place in a suitable venue, for example the employer's premises, in a controlled environment, free from any distractions. The professional discussion can be conducted by video conferencing using Microsoft Teams.

Grading

The End-Point Assessor will make all grading decisions.

This assessment is graded fail, pass, or distinction according to the grading criteria.

To achieve a pass in this assessment, the apprentice must meet all the pass criteria. To be awarded a distinction, they must meet all the pass criteria and all the distinction criteria.

If the apprentice does not meet all the pass criteria, this assessment will be graded as a fail.

Professional Discussion - KSBs and Grading Criteria

Managing and leading a team	
Pass	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)
Dist.	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)
K4 Approaches to people management, for example recruitment, performance management, reward, and talent management and resource planning.	
K14 Conflict resolution and mediation processes.	
K16 Ethics and values-based leadership theories and principles, for example employee wellbeing.	
K18 Leadership and management tools and techniques.	
K20 The continuous development requirements and learning needs of their team.	
K24 Coaching and mentoring techniques.	
S3 Manage and set goals and accountabilities for individuals and teams.	
S4 Analyse performance data for individuals and teams to identify areas for improvement.	
S7 Motivate team members and individuals through collaborative activities, for example one-to-one coaching and team meetings, to achieve organisational goals.	
S19 Manage and facilitate learning and continuous professional development for their team.	
S20 Coach and mentor individuals within their team.	
B1 Acts professionally, ethically and with integrity.	
B4 Seeks learning opportunities and continuous professional development for self and the wider team.	

Organisational governance	
Pass	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)
Dist.	Evaluates their approach to supporting, delivering, and promoting equity, diversity, inclusion, and well-being in terms of impact on the workplace. (K3, S6)
K2 Relevant regulation and legislation requirements, and their impact on their team, the individual, their role and the organisation.	
K3 Legislation and organisational policies relating to equity, diversity and inclusion in the workplace and their impact on the organisation and stakeholders.	
K22 Organisational policies and procedures, for example health and safety.	
S6 Lead and influence the team and individuals to support an inclusive culture of equity, diversity, and the promotion of well-being.	
S11 Interpret and implement the practical application of regulation, legislation and organisational policies for stakeholders.	

Operational planning	
Pass	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)
Dist.	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)
K19 The sector in which the organisation operates and its impact on their role.	
K21 Business continuity principles, including risk assessment, contingency planning and disaster recovery.	
K23 Responsible organisation policies and practices covering social, environmental, and economic factors, including sustainability.	
K25 The strategic direction of the organisation and the impact on operational plans.	
S13 Analyse and prioritise organisation activities in response to the operating environment.	
S14 Implement business continuity plans, including risk assessment, contingency planning and disaster recovery, to ensure the uninterrupted operation of critical functions.	
S18 Deliver sustainable services and solutions which allow the organisation to respond to changes in social, economic and environmental factors.	
S21 Develop and implement operational plans that align with the strategic direction of the organisation.	
Stakeholder relationships	
Pass	Explains how they manage relationships across multiple and diverse stakeholders, ensuring they are treated fairly, inclusively and with respect. (S17, B2)
Dist.	Evaluates the impact of their approach to managing stakeholder relationships and recommends improvements. (S17, B2)
S17 Manage relationships across multiple and diverse stakeholders.	
B2 Supports an inclusive culture, treating colleagues and stakeholders fairly and with respect.	

Overall Grading

The overall grades available for this apprenticeship are fail, pass, or distinction. Each assessment component is graded individually. Once an apprentice has completed all assessment components, the grades are combined as described in the table below to determine an apprentice's overall grade.

Written project with report	Professional Discussion underpinned by a portfolio of evidence	Overall Grade
A fail in any assessment component will result in a fail overall		
Pass	Pass	Pass
Pass	Distinction	Pass
Distinction	Pass	Pass
Distinction	Distinction	Distinction

Resits and Retakes

If an apprentice fails one or more assessment method(s), they are eligible for a resit or a retake at their employer's discretion. The apprentice's employer needs to agree that a re-sit or re-take is appropriate.

A resit does not need further learning, whereas a retake does. The apprentice should have a supportive action plan to prepare for a resit or a retake.

Resits are typically taken within two months of the fail notification. The timescale for a retake is dependent on how much retraining is required, but they are typically taken within three months of the fail notification.

Failed assessment methods must be resat or retaken within a six-month period from the fail notification, otherwise the entire EPA will need to be resat or retaken in full.

If the apprentice fails the project assessment method, they will be given four weeks to rework the report in line with the feedback given by the End-Point Assessor, and submit the amended report.

If an apprentice requires a resit or retake, their EPA grade will be capped at a pass, unless Training Qualifications UK determines there are exceptional circumstances.

Resits and retakes are not offered to an apprentice wishing to move from pass to a higher grade.

Appeals

Training Qualifications UK's Appeals Policy, including time frames, can be found here.