Quest EPAO Guide to the

End-Point Assessment

In

Operations Departmental Manager

Helping the Apprentice, Employer and Centre:

Understand the requirements of End-Point Assessment

Prepare for Gateway

Prepare for the End-Point Assessment



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About Quest

Founded in 2007, Quest Training was built on the mission to deliver the highest quality work-based training in the South East of England.

It is this mission that has continued to drive the Quest team. Over a decade later we are proud to still be achieving apprenticeship success rates well above the national average, and to have worked with over 700 employers across a range of professional sectors.

Quest EPAO was formed in 2018 and has gained recognition for a number of End-Point Assessments with more applications in progress. Quest EPAO are focussing on the following sectors initially:

* Adult Care
* Childcare
* Supporting Teaching and Learning
* The Generic Business and Management sector

Quest EPAO will continue to apply for further End-Point Assessments as additional Apprenticeship Standards are developed.

Quest EPAO are supportive, delivering high quality End-Point Assessment through a seamless end to end assessment process from pre-gateway, through to summative assessment using Quest EPAO’s E-Portal.

Quest EPAO recognise the need to be flexible when delivering End-Point Assessment taking into account the needs of the sectors we work in offering weekend and evening assessments, in addition to the normal working week.

Quest EPAO will support a centre during the delivery of learning period to an apprentice including:

* Clarifying the breadth and depth of learning that is required by the standard
* Providing learning materials to the centre where appropriate
* Providing mock assessments
* Explaining the End-Point assessment process to the centre

Values and Care

**Putting Apprentices at the centre of everything we do**

The apprentices are our main priority. We work to meet their needs through a flexible approach to training and always ensuring we uphold the following core values. We care deeply about the careers and ambitions of every single apprentice. Because of this we work hard to ensure that each individual’s training path meets their personal and professional goals. With one-to-one support at the core of what we do, creating an approachable environment is extremely important. This ensures that both apprentices and employers always know our team is dedicated to them and available to guide them through their work. We believe in the capabilities of each of our apprentices

It is essential that the process is a test of the Apprentices Knowledge, Skills and Behaviours and not a test of nerves

End-Point Assessment

The purpose of the end-point assessment (EPA) is to test that an apprentice is fully capable of doing their job before they receive their apprenticeship certificate. It also helps to demonstrate that what an apprentice has learned can be applied in the real world.

**Changing how apprentices are assessed**

On a framework apprentices are assessed continuously throughout their apprenticeships, usually by compiling a portfolio consisting of lots of individual pieces of evidence. New apprenticeship standards include an EPA. We highlighted some of the differences between standards and frameworks previously.

The Richard review found that continuous assessment did not allow all apprentices to demonstrate that they can carry out the whole of their job. Employers wanted assurance that former apprentices they employed or planned to employ were fully competent.

The focus is now on the outcome of an apprenticeship and apprentices have to demonstrate the knowledge, skills and behaviours that employers have identified they need.

**A synoptic end-point assessment**

The synoptic EPA has become a core feature of new apprenticeship standards because it assesses the apprentice’s performance across the whole standard rather than for individual tasks.

There are a range of assessment methods including:

* practical assessment
* interview
* project
* written and/or multiple-choice tests
* presentation or sales pitch

The apprentice must be assessed by a minimum of 2 different assessments methods and the methods used will be the ones most relevant to the job.

After the EPA, the apprentice is graded by pass, merit or distinction. Clear grading descriptors set out the requirements for each grade.

**Quest EPAO’s Process**

The Gateway and End-Point assessment process in Adult Care is conducted remotely through Quest EPAO’s E-Portal and integrated Edexams platform. All the documentation you require is also held on the portal, and the secure section of the Quest EPAO website.

All apprentices will have a planning meeting. This enables the apprentice, employer and centre to talk to the End-Point Assessor, clarify any queries or concerns and plan the most appropriate time for each assessment to take place. It is also a time to clarify the need for any special considerations and reasonable adjustments, if this has not already been agreed.

See Appendix F for the Process Map

Operations Departmental Manager Overview

This programme is designed for apprentices who want to further develop their skills, knowledge and behaviours for a job role involving Managing teams and projects in line with a private, public or voluntary organisation's operational or departmental strategy. Successful completion of the programme will lead to an Apprenticeship Certificate as an Operations Departmental Manager

What types of activities are covered as part of the Operations Departmental Manager Apprenticeship Standard

An operations/departmental manager is someone who manages teams and/or projects, and achieving operational or departmental goals and objectives, as part of the delivery of the organisations strategy. They are accountable to a more senior manager or 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.

The Operations Departmental Manager Standard

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| **Knowledge**   |  |  |  | | --- | --- | --- | | **Operational Management** | **Organisational Performance – delivering results**   * 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. | | | **Project Management** | * Know how to set up and manage a project using relevant tools and techniques, and understand process management. Understand approaches to risk management. | | | **Finance** | * Understand business finance: how to manage budgets, and financial forecasting. | | | **Leading People** | **Interpersonal Excellence – managing people and developing relationships**   * 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 | | | **Managing People** | * Know how to manage multiple teams, and develop high performing teams. Understand performance management techniques, talent management models and how to recruit and develop people. | | | **Building Relationships**  **Communication** | * 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. * Understand interpersonal skills and different forms of communication and techniques (verbal, written, non-verbal, digital) and how to apply them appropriately. | | | **Self -Awareness** | **Personal Effectiveness – managing self**   * Understand own impact and emotional intelligence. Understand different and learning and behaviour styles. | | | **Management of Self** | * Understand time management techniques and tools, and how to prioritise activities and the use of different approaches to planning, including managing multiple tasks. | | | **Decision Making** | * Understand problem solving and decision making techniques, including data analysis * Understand organisational values and ethics and their impact on decision making. | | | **Skills**  **Operational Management** | **Organisational Performance – delivering results**   * 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. | | | **Project Management** | * Plan, organise and manage resources to deliver required outcomes. Monitor progress, and identify risk and their mitigation. Able to use relevant project management tools. | | | **Finance** | * Able to monitor budgets and provide reports, and consider financial implications of decisions and adjust approach/recommendations accordingly. | | |  | **Interpersonal Excellence – managing people and developing relationships** | | | | | **Leading People** | * 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. | | | | | **Managing People** | * Able to manage talent and performance. Develop, build and motivate teams by identifying their strengths and enabling development within the workplace. Able to delegate and enable delivery though others. | | | | | **Building Relationships**  **Communication**  **Self-Awareness**  **Management of Self**  **Decision Making** | * 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. * 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.   **Personal Effectiveness – managing self**   * Able to reflect on own performance, working style and its impact on others. * Able to create a personal development plan. Use of time management and prioritisation techniques. * Able to undertake critical analysis and evaluation to support decision making Use of effective problem solving techniques | | | | | **Behaviours**  **Takes responsibility** | | * Drive to achieve in all aspects of work. Demonstrates resilience and accountability * Determination when managing difficult situations. Seeks new opportunities. | | | **Inclusive** | | * Open, approachable, authentic, and able to build trust with others. Seeks the views of others and values diversity. | | | **Agile** | | * Flexible to the needs of the organisation. Is creative, innovative and enterprising when seeking solutions to business needs. Positive and adaptable, responding well to feedback and need for change. Open to new ways of working. | | | **Professionalism** | | * Sets an example, and is fair, consistent and impartial. Open and honest. Operates within organisational values | | |

The Requirements of the Gateway (Gateway Readiness)

**Overview**

Gateway Readiness checks take place via Quest EPAO’s E-Portal. Apprentices can be added to Quest EPAO’s E-Portal from the time you initially sign up the apprentice until 9o days prior to the estimated Gateway date, there is no charge for this.

As soon as you have added the apprentice, you can start uploading documentation and evidence required for Gateway and once the apprentice has satisfied the minimum apprenticeship requirements, all required information has been uploaded and the Gateway Declaration signed by all required parties, a Gateway Readiness check can be requested. All the documentation and information you require to complete the Gateway process is available on Quest’s E-Portal in the Gateway section.

**Requirements for Gateway**

The End Point Assessment (EPA) can only be triggered after 12 months of starting the apprenticeship and is dependent on when the employer and training provider decide the apprentice is ready. EPA is typically expected to conclude within 3 months. The employer has the final decision to progress the apprentice to EPA. The apprentice and training provider should feel confident the learning outcomes have been achieved.

Before the apprentice is adjudged ready to undertake the end-point assessment they will need to provide evidence that they have:

* Diploma in Management L5 (Not Mandatory).
* Attempted Functional Skills English and Mathematics at Level 2
* Portfolio of Evidence for the Assessment of Portfolio (See relevant assessment method for requirements).

**Gateway Declaration**

The Gateway Declaration form needs to be completed demonstrating that the minimum apprenticeship requirements have been met and signed by the Employer, Provider and Apprentice. This is then uploaded onto the Gateway section of Quest’s E-Portal.

**I.D.**

Apprentices will need a valid form of identification and a copy should be submitted at Gateway. The apprentice needs to ensure that they have their identification with them on the day of the assessment so the end-point assessor can check.

The forms of identification, Quest EPAO will accept are:

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

**Reasonable adjustments and Special Considerations**

At Quest EPAO, our Fair Access to Assessment policy is based on the concepts of equality, diversity, clarity, consistency and openness. These values underpin our relationship with apprentices, employers and training providers. All apprentices and potential apprentices should be able to enter and successfully participate in an apprenticeship programme and end-point assessment in pursuit of their learning objectives. It is our intention to deliver an End-Point Assessment that are fair, accessible and do not include any unnecessary barriers to entry.

Reasonable adjustments - These are planned alterations to the regular assessment practice for End-Point Assessment in order to ensure fair access to assessment for apprentices. Examples of individuals who may require reasonable adjustment include, but is not limited to:

• Apprentices with Special Educational Needs

• Apprentices with disabilities

• Apprentices who have incurred an injury which inhibits their ability to undertake assessment

Special consideration - It may, on occasion, be appropriate for post-assessment considerations to be made in order to ensure an apprentice has had a fair opportunity to undertake End-Point Assessment.

Examples of situations which may require special consideration include, but are not limited to:

* Temporary illness
* An accident or injury which inhibits access to assessment
* Bereavement
* A disturbance during the examination

**Appendices**

* Appendix A - Gateway Declaration Checklist
* Appendix B - Reasonable Adjustment Request Form
* Appendix C – Special Considerations Request Form

Please Note – All the above documentation is also available on Quest’s E-Portal

The Knowledge Test

**What the End-Point Assessment Plan states**

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 apprentice’s 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.

**Quest EPAO Process**

The date and time for the knowledge test will be agreed at the planning meeting and usually a sufficient time will be given between the knowledge test to allow for a resit if necessary.

The test will be sat via Quest EPAO’s Edexams examination platform, which allows online and downloadable (offline testing).

. The main benefits of this system are:

* Instant results for multiple choice tests, short answer tests have a 5-day turnaround
* Fewer paper forms and a more rewarding experience for students
* Browser-based testing with no need for locally installed software
* Online and offline testing available
* Easy to use and quick to learn
* Practice tests for apprentices to use
* Multiple choice and short answer tests available

**Practice Test**

Quest EPAO has a full practice test available for apprentices completing their end-point assessment through Quest EPAO. This mock paper is on Quest EPAO’s exam platform so that as well as practicing for the situational judgement test, apprentices also experience using the same platform that they will use when sitting the live knowledge test.

**Marking Criteria**

The apprentice needs to achieve a minimum of 50% to pass the knowledge test and contributes 30% to the overall end-point assessment result.

The parts of the standard covered by this assessment are:

|  |  |
| --- | --- |
| **Operational Management** | **Organisational Performance – delivering results**   * 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. |
| **Project Management** | * Know how to set up and manage a project using relevant tools and techniques, and understand process management. Understand approaches to risk management. |
| **Finance** | * Understand business finance: how to manage budgets, and financial forecasting. |
| **Leading People** | **Interpersonal Excellence – managing people and developing relationships**   * 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 |
| **Managing People** | * Know how to manage multiple teams, and develop high performing teams. Understand performance management techniques, talent management models and how to recruit and develop people. |
| **Building Relationships**  **Communication** | * 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. * Understand interpersonal skills and different forms of communication and techniques (verbal, written, non-verbal, digital) and how to apply them appropriately. |
| **Self -Awareness** | **Personal Effectiveness – managing self**   * Understand own impact and emotional intelligence. Understand different and learning and behaviour styles. |

Structured Competency Based Interview

**What the End-Point Assessment Plan states**

Knowledge requirements and their application 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.

**Quest EPAO Process**

The Structured Competency -Based interview will last for one hour and be made up of structured competency orientated questions. The apprentice needs to respond to these questions with examples of how they have met the standard and using real life examples as opposed to a theoretical answer. The apprentice may bring work-based evidence to support them when they are answering a question but this will not be directly assessed, only the answer provided by the apprentice

The assessment will take place remotely through an online meeting on Quest EPAO’s E-Portal and the recording and feedback from the assessment uploaded onto the E-Portal within 48 hours of the assessment.

A resit is allowed for this assessment if the apprentice fails the assessment but not to enable the apprentice to attempt to achieve a higher grade.

**Marking Criteria**

The apprentice needs to achieve a minimum of 50% to pass the structured competency-based interview and contributes 30% to the overall end-point assessment result.

The parts of the standard covered by this assessment are:

|  |  |
| --- | --- |
| **Operational Management** | **Organisational Performance – delivering results**   * Able to communicate organisational strategy and deliver against operational plans, translating goals into deliverable actions for the team, and monitoring outcomes. Able to adapt to change, identifying challenges and solutions. Ability to organise, prioritise and allocate work, and effectively use resources. Able to collate and analyse data, and create reports**.** |
| **Project Management** | * Able to organise, manage resources and risk, and monitor progress to deliver against the project plan. Ability to use relevant project management tools, and take corrective action to ensure successful project delivery. |
| **Finance** | * Applying organisational governance and compliance requirements to ensure effective budget controls. | |
|  | **Interpersonal Excellence – managing people and developing relationships** | |
| **Leading People** | * 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. | |
| **Managing People** | * Able to manage talent and performance. Develop, build and motivate teams by identifying their strengths and enabling development within the workplace. Able to delegate and enable delivery though others. | |
| **Building Relationships**  **Communication** | * 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. * 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. | |

Submission of Portfolio

**What the End-Point Assessment Plan states**

The Portfolio

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
* Project plans
* Reports
* Observations (by Training Provider)
* Professional Discussion between Provider and Apprentice
* Presentations
* Performance reviews
* Feedback from line manager, direct reports, colleagues, customers and stakeholders (captured through discussion)
* Peer feedback – 180/360 degree assessment type approach

The evidence contained in the portfolio will comprise of complete and/or discrete pieces of work that cover the totality of the Operations/Departmental Manager Apprenticeship Standard. This will be a range of materials and documents generated over the period of the apprenticeship and which provide evidence of the apprentices’ ability to apply and demonstrate management and leadership concepts.

The portfolio will be produced by the apprentice having first learned and applied the relevant skills/competencies and behaviours. It will demonstrate their very best work, enabling them to demonstrate how they have applied their knowledge and understanding in a real work environment to achieve real work objectives.

The portfolio will also show how the apprentice has demonstrated the behaviours, especially around contact with others, team work and areas where they have exceeded the requirements of the role. This can be in the form of manager’s reports, emails, customer comments, peer review etc.

The employer and the training provider will assist the apprentice to develop their portfolio to ensure that it is complete and that it covers the totality of the Standard.

**Quest EPAO Process**

The portfolio needs to be submitted at Gateway and one month prior to the assessment. This is done, either by uploading the portfolio onto Quest EPAO’s E-Portal in the “Portfolio Based Interview” section, or entering access details to the portfolio if the portfolio is sitting on a recognised eportfolio system

Your Independent End-Point Assessor will then assess the portfolio and provide feedback by the date agreed at the planning meeting. It is envisaged that the portfolio will contain between 10 - 20 pieces of evidence, which will cover the whole of the standards. The evidence should relate to the employer where the apprentice has been working and the skills covered by real live evidence. Quest EPAO has provided a referencing matrix for the portfolio in the appendices and also on the E-Portal. It is not mandatory to use the document as long as the portfolio has been clearly referenced to the standard.

The feedback will be provided through Quest EPAO’s E-Portal.

See Appendix D - Business Administrator Portfolio Referencing Matrix

**Marking Criteria**

To pass the assessment the apprentice must achieve a minimum of 10 marks out of a possible 20, equating to 50%. The portfolio will be assessed to see how well it covers the criteria being assessed to a pore-defined mark scheme.

The parts of the standard covered by this assessment are:

**Knowledge**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Operational Management** | **Organisational Performance – delivering results**   * 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. | | | |
| **Project Management** | * Know how to set up and manage a project using relevant tools and techniques, and understand process management. Understand approaches to risk management. | | | |
| **Finance** | * Understand business finance: how to manage budgets, and financial forecasting. | | | |
| **Leading People** | **Interpersonal Excellence – managing people and developing relationships**   * 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 | | | |
| **Managing People** | * Know how to manage multiple teams, and develop high performing teams. Understand performance management techniques, talent management models and how to recruit and develop people. | | | |
| **Building Relationships**  **Communication** | * 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. * Understand interpersonal skills and different forms of communication and techniques (verbal, written, non-verbal, digital) and how to apply them appropriately. | | | |
| **Self -Awareness** | **Personal Effectiveness – managing self**   * Understand own impact and emotional intelligence. Understand different and learning and behaviour styles. | | | |
| **Management of Self** | * Understand time management techniques and tools, and how to prioritise activities and the use of different approaches to planning, including managing multiple tasks. | | | |
| **Decision Making** | * Understand problem solving and decision making techniques, including data analysis * Understand organisational values and ethics and their impact on decision making. | | | |
| **Skills**  **Operational Management** | **Organisational Performance – delivering results**   * 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. | | |
| **Project Management** | * Plan, organise and manage resources to deliver required outcomes. Monitor progress, and identify risk and their mitigation. Able to use relevant project management tools. | | |
| **Finance** | * Able to monitor budgets and provide reports, and consider financial implications of decisions and adjust approach/recommendations accordingly. | | |
|  | **Interpersonal Excellence – managing people and developing relationships** | | |
| **Leading People** | * 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. | | |
| **Managing People** | * Able to manage talent and performance. Develop, build and motivate teams by identifying their strengths and enabling development within the workplace. Able to delegate and enable delivery though others. | | |
| **Building Relationships**  **Communication**  **Self-Awareness**  **Management of Self**  **Decision Making** | * 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. * 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.   **Personal Effectiveness – managing self**   * Able to reflect on own performance, working style and its impact on others. * Able to create a personal development plan. Use of time management and prioritisation techniques. * Able to undertake critical analysis and evaluation to support decision making Use of effective problem solving techniques | | |
| **Behaviours**  **Takes responsibility** | | * Drive to achieve in all aspects of work. Demonstrates resilience and accountability * Determination when managing difficult situations. Seeks new opportunities. |
| **Inclusive** | | * Open, approachable, authentic, and able to build trust with others. Seeks the views of others and values diversity. |
| **Agile** | | * Flexible to the needs of the organisation. Is creative, innovative and enterprising when seeking solutions to business needs. Positive and adaptable, responding well to feedback and need for change. Open to new ways of working. |
| **Professionalism** | | * Sets an example, and is fair, consistent and impartial. Open and honest. Operates within organisational values |

Presentation on Work based Project with Q&A session

**What the End-Point Assessment Plan states**

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 practical requirements for the delivery of synoptic projects are set out at Annex 2.

(Note - See Appendix E for Annex 2)

It is designed to assess apprentices in a consistent way, irrespective of their workplace and training provider. The employer and training provider will work together with the apprentice to agree a project that is achievable within the employer’s business constraints whilst meeting the needs of the Standard. The project should be conducted as part of the apprentice’s normal work. The employer should make allowance, in terms of time and resource, for the project to be undertaken. Any elements which need to be undertaken outside of normal work should be agreed between the employer, apprentice and training provider so that apprentices are not disadvantaged in any way from performing their job and meeting the requirements of the project.

The completed project work will be submitted to the independent assessor who will ensure that it demonstrates competence across the Apprenticeship 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

The presentation will be assessed, and guidance on the nature of the presentation and assessment criteria will be agreed to ensure consistency in approaches and that all key areas are explored. The primary focus of the presentation will be on the work undertaken during the project, however during the question and answer session the panel will be able to explore the apprentices’ broader experiences to demonstrate that the knowledge and skills defined in the standard have been met.

Practical requirements for the presentation:

* The presentation will take place following the completion for the project and the preparation of the final report
* The apprentice will receive appropriate notice of their presentation time (a minimum of 7 days’ notice)
* A structured brief will be used to support the presentation to ensure a consistent approach
* The presentation will be of 15 minutes duration
* The Q&A session will be for 15 minutes duration
* The presentation will be conducted face to face or via live media, whichever is the most appropriate for the apprentice and employer.
* The apprentice must be put at ease to enable them to do their best

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.

**Quest EPAO Process**

**Marking Criteria**

Professional Discussion relating to CPD Activity

**What the End-Point Assessment Plan states**

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

* Activity undertaken during the Level 3 diploma, including any assignments or projects
* 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.

**Quest EPAO Process**

The Professional Discussion relating to CPD activity will last for one hour and be made up of a discussion based around the record of additional CPD activities undertaken throughout the learning period. The apprentice needs to upload their additional CPD records onto Quest EPAO’s E-Portal, prior to the assessment taking place.

The assessment will take place remotely through an online meeting on Quest EPAO’s E-Portal and the recording and feedback from the assessment uploaded onto the E-Portal within 48 hours of the assessment.

A resit is allowed for this assessment if the apprentice fails the assessment but not to enable the apprentice to attempt to achieve a higher grade.

**Marking Criteria**

To pass the assessment the apprentice must achieve a minimum of 10 marks out of a possible 20, equating to 50%. The portfolio will be assessed to see how well it covers the criteria being assessed to a pore-defined mark scheme.

Grading

**Weighting and grading of assessment methods**

The final assessment and grading will be undertaken by the Independent Assessor. Marks will be allocated across the areas being assessed, with a maximum possible mark of 100.

The assessor will award marks based on their assessment of the components within the End Point Assessment.

The marks will be based on how the evidence presented contributes to:

* + What the apprentice has shown they can do against the requirements of their job role
  + How the apprentice has approached and the way they have completed the task(s)
  + Who the apprentice has worked with demonstrating personal and interpersonal qualities they have brought to all their work relationships

|  |  |  |  |
| --- | --- | --- | --- |
| **EPA Activity** | **Weighting** | **Maximum Mark** | **Minimum Mark** |
| Knowledge Test | 30% | 30 | 15 |
| Structured competency-based interview | 20% | 20 | 10 |
| Assessment of Portfolio of Evidence | 20% | 20 | 10 |
| Work based project, presentation and Q&A session | 10% | 20 | 10 |
| CPD Log / Professional Discussion | 10% | 10 | 5 |

The marks will then be combined to give the final grading:

|  |  |
| --- | --- |
| **Grade** | **Total Mark** |
| Distinction | 70+ |
| Merit | 60-69 |
| Pass | 50-59 |
| Fail | Less than 50 |

The scoring and grading mechanism will be developed by the assessment organisation and externally quality assured by the External Quality Assurance organisation, to ensure the grading approach reflects:

* + What constitutes an outstanding operations/departmental manager: someone who is not just good, but also has the potential to improve quickly and someone who is not just confident and fully capable of doing the job, but someone who regularly goes beyond expectations
  + Market value: what employers across sectors would constitute as an outstanding and exemplary team leader / supervisor, demonstrated in a way that is transferable across employers

Appendix A

End-Point Assessment Gateway Checklist

Operations Departmental Manager ST0385

|  |  |  |  |
| --- | --- | --- | --- |
| **Version Number:** | 1 | **Route:** | Business and Administration |
| **Date Updated:** | 04/03/19 | **Date Approved for Delivery:** | 01st June 2016 |

Overview

This checklist is designed to ensure that the apprentice has a seamless journey from the learning delivery stage of their apprenticeship to the End-Point assessment stage of their apprenticeship.

This document needs to be uploaded onto Quest EPAO’s End-Point assessment portal with all the supporting evidence. Once this has been accepted, the apprentice, employer and independent training provider will be contacted within five days to arrange the End-Point assessment meeting.

Safeguarding

Once the Gateway stage has been passed, Quest assessment assumes responsibility for Safeguarding of the apprentice along with the employer If the apprentice returns to the independent training provider for further training, the responsibility for safeguarding will return to the independent training provider.

Apprentice’s Details

|  |  |
| --- | --- |
| **Name:** |  |
| **ULN:** |  |
| **Contact Address:** |  |
| **Email Address:** |  |
| **Telephone Number:** |  |
| **Gender:** |  |
| **Ethnicity:** |  |

Apprenticeship Details

|  |  |
| --- | --- |
| **Apprenticeship Start Date:** |  |
| **Gateway Request Date;** |  |
| **Duration (excluding Breaks in Learning:** |  |
| **Working Hours (per week):** |  |

Employer Details

|  |  |
| --- | --- |
| **Employer Name:** |  |
| **Employer Address:** |  |
| **Employer Email Address:** |  |
| **Employer Telephone Number:** |  |
| **Employer Contact:** |  |
| **Contact Email Address:** |  |
| **Contact Telephone Address:** |  |

Training Provider Details

|  |  |
| --- | --- |
| **Training Provider:** |  |
| **UKPRN:** |  |
| **Training Provider Address:** |  |
| **Training Provider Email Address:** |  |
| **Training Provider Telephone Number:** |  |
| **Training Provider Contact:** |  |
| **Training Provider Contact Email Address:** |  |
| **Training Provider Contact Telephone Address:** |  |
| **Employer invited Representative to Planning Meeting:** |  |

Qualifications Achieved, or Attempted

|  |  |  |  |
| --- | --- | --- | --- |
| **Requirement** | **Evidence Required** | **Centre / Apprentice** | **Office Use Only** |
| **Diploma in Management L5** | **Certificate Uploaded**  **Recommended, not mandatory for Gateway** |  |  |
| **Functional Skills English L2** | **Certificate or Exemption Uploaded** |  |  |
| **Functional Skills Maths L2** | **Certificate or Exemption Uploaded** |  |  |

Apprentice Work Required for the End-Point Assessment

|  |  |  |  |
| --- | --- | --- | --- |
| **Requirement** | **Evidence Required** | **Centre / Apprentice** | **Office Use Only** |
| **Portfolio of Evidence**  **(See Appendix 1 for details of what the Portfolio should and should not contain).** | **Portfolio Uploaded into the “Assessment of Portfolio of Evidence” section of the Quest E-Portal** |  |  |
| **Work-Based Project**  **(See Appendix 2 for details of what the Project should and should not contain).** | **Project Uploaded into the “Presentation on Work based Project with Q&A session” section of the Quest E-Portal** |  |  |
| **Professional Discussion relating to Continuing Professional Development**  **(See Appendix 3 for details of what the evidence should consist of).** | **Evidence of Continuing Professional Development uploaded into the Professional Discussion section of the Quest E-Portal** |  |  |

Declaration

**I/We confirm that:**

* All mandatory components of the apprenticeship standard have been completed including a Gateway review.
* The apprentice has completed the mandatory 20% “off the job” training in line with the Institute for Apprenticeships guidance.
* The apprentice has met the minimum required duration for the apprenticeship, once any breaks in learning, holidays or sickness has been accounted for.
* The apprentice’s self-assessment of their learning and skills demonstrates that they are Gateway ready.
* The employer believes that the apprentice is competent in the knowledge, skills and behaviours of the Business Administrator Apprenticeship Standard and that the apprentice has demonstrated through their job role that they are Gateway ready
* All the information provided on this checklist is accurate and a true reflection of the apprentice’s apprenticeship.

Signatures

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Apprentice: | Name: |  | | | | |
| Signature: | | | Date: | |  | |
| Employer Name: | Contact Name: |  | | | | |
| Signature: | | | | Date: | |  |

Appendix 1 – Contents of the Portfolio

A portfolio of evidence will be reviewed and assessed by the independent assessor, who makes a 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
* Reports
* Presentations
* Performance reviews between employer and apprentice
* Observations (recorded by the training provider)
* Ongoing professional discussions between apprentice and training provider relating to projects and
* assignments (recorded by the training provider)
* Feedback from line manager, direct reports and peers including 180/360 degree feedback approaches

The evidence contained in the portfolio will comprise of complete and/or discrete pieces of work that cover the totality of the Team Leader/Supervisor Apprenticeship Standard. This will be a range of materials and documents generated over the period of the apprenticeship and which provide evidence of the apprentices’ ability to apply and demonstrate team leading and management concepts.

The portfolio will be produced by the apprentice having first learned and applied the relevant skills/competencies and behaviours. It will demonstrate their best work, enabling them to demonstrate how they have applied their knowledge and understanding in a real work environment to achieve real work objectives.

The portfolio will also show how the apprentice has demonstrated the behaviours, especially around contact with others, team work and areas where they have exceeded the requirements of the role. This can be in the form of manager’s report, emails, customer comments, peer review etc.

The employer and the training provider will assist the apprentice to develop their portfolio to ensure that it is complete and that it covers the totality of the Standard. The use of video and audio evidence is encouraged to provide “real time” demonstrations and application.

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Appendix B

Reasonable Adjustments Request Form

Overview

Prior to completing this form, please ensure you have read Quest EPAO’s Reasonable Adjustments and Special Considerations Policy. One form needs to be completed for each apprentice requesting a reasonable adjustment.

In line with GDPR requirements, the centre must ensure that they have agreement from the apprentice to share any persona information, such as a medical condition with Quest EPAO.

Centre Details

|  |  |
| --- | --- |
| **Centre Name:** |  |
| **Centre Number:** |  |
| **Centre Contact:** |  |

Apprentice and Assessment Details

|  |  |  |  |
| --- | --- | --- | --- |
| **Apprentice Name:** |  | | |
| **ULN** |  | | |
| **End Point Assessment:** |  | | |
| **Assessment(s) Reasonable Adjustment being applied for** |  | | |
| **Date:** |  | **Time:** |  |

Reason for Application

|  |
| --- |
|  |

Reasonable Adjustment Requested

|  |
| --- |
|  |

Supporting Evidence Supplied (Please attach to application)

Any application for an adjustment to assessment must be supported by evidence that is valid, sufficient and reliable. In order to ensure that any adjustment to assessment will only provide the learner with the necessary assistance without giving him or her an unfair advantage over others, the Centre must be clear about the extent to which the learner is affected by the disability or difficulty.

|  |
| --- |
|  |

Declaration

I confirm that the information provided is accurate and that the apprentice has agrees to the reasonable adjustment requested within this form.

Signatures

|  |  |  |  |
| --- | --- | --- | --- |
| **Centre** | | | |
| **Signature:** |  | **Date:** |  |
| **Apprentice** | | | |
| **Signature:** |  | **Date:** |  |

Appendix C

Special Consideration Request Form

Overview

Prior to completing this form, please ensure you have read Quest EPAO’s Reasonable Adjustments and Special Considerations Policy. One form needs to be completed for each apprentice requesting a special consideration.

In line with GDPR requirements, the centre must ensure that they have agreement from the apprentice to share any persona information, such as a medical condition with Quest EPAO.

Centre Details

|  |  |
| --- | --- |
| **Centre Name:** |  |
| **Centre Number:** |  |
| **Centre Contact:** |  |

Apprentice and Assessment Details

|  |  |  |  |
| --- | --- | --- | --- |
| **Apprentice Name:** |  | | |
| **ULN** |  | | |
| **End Point Assessment:** |  | | |
| **Assessment(s) Special Consideration being applied for** |  | | |
| **Date:** |  | **Time:** |  |

Did not sit assessment Yes / No

Assessment sat but disadvantaged Yes / No

Reason for Application

|  |  |
| --- | --- |
| **Is the Issue Temporary or Permanent?** |  |
| **Date Identified:** |  |

|  |
| --- |
|  |

Special Consideration Requested

|  |
| --- |
|  |

Supporting Evidence Supplied (Please attach to application)

Any application for a special consideration must be supported by evidence that is valid, sufficient and reliable. In order to ensure that any special consideration applied will only provide the apprentice with the necessary assistance without giving them an unfair advantage over others, the Centre must be clear about the extent to which the apprentice has been disadvantaged.

|  |
| --- |
|  |

Declaration

I confirm that the information provided is accurate and that the apprentice has agrees to the special consideration requested within this form.

Signatures

|  |  |  |  |
| --- | --- | --- | --- |
| **Centre** | | | |
| **Signature:** |  | **Date:** |  |
| **Apprentice** | | | |
| **Signature:** |  | **Date:** |  |

Appendix D

Operations Departmental Manager Portfolio Referencing Matrix

|  |  |  |  |
| --- | --- | --- | --- |
| **Knowledge, Skills and Behaviour assessed** | **Description** | **Evidence Reference** | **Page / Location in Portfolio** |
| **Knowledge** |  |  |  |
| Operational Management | 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. |  |  |
| Project Management | Know how to set up and manage a project using relevant tools and techniques, and understand process management. Understand approaches to risk management. |  |  |
| Finance | Understand business finance: how to manage budgets, and financial forecasting. |  |  |
| Leading People | Understand different leadership styles, how to lead multiple and remote teams and manage team leaders. Know how to motivate and improve performance, supporting people using coaching and mentoring approaches. Understand organisational cultures and diversity and their impact on leading and managing change. Know how to delegate effectively |  |  |
| Managing People | Know how to manage multiple teams, and develop high performing teams. Understand performance management techniques, talent management models and how to recruit and develop people. |  |  |
| Building Relationships | Understand approaches to partner, stakeholder and supplier relationship management including negotiation, influencing, and effective networking. Knowledge of collaborative working techniques to enable delivery through others and how to share best practice. Know how to manage conflict at all levels. |  |  |
| Communication | Understand interpersonal skills and different forms of communication and techniques (verbal, written, non-verbal, digital) and how to apply them appropriately.. |  |  |
| Self -Awareness | Understand own impact and emotional intelligence. Understand different and learning and behaviour styles. |  |  |
| Management of Self | Understand time management techniques and tools, and how to prioritise activities and the use of different approaches to planning, including managing multiple tasks. |  |  |
| Decision Making | Understand problem solving and decision making techniques, including data analysis  Understand organisational values and ethics and their impact on decision making. |  |  |
| **Skills** |  |  |  |
| Operational Management | 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. |  |  |
| Project Management | Plan, organise and manage resources to deliver required outcomes. Monitor progress, and identify risk and their mitigation. Able to use relevant project management tools. |  |  |
| Finance | Able to monitor budgets and provide reports, and consider financial implications of decisions and adjust approach/recommendations accordingly. |  |  |
| Leading People | 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. |  |  |
| Managing People | Able to manage talent and performance. Develop, build and motivate teams by identifying their strengths and enabling development within the workplace. Able to delegate and enable delivery though others |  |  |
| Building Relationships | 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. |  |  |
| Communication | 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. |  |  |
| Self-Awareness | Able to reflect on own performance, working style and its impact on others.. |  |  |
| Management of Self | Able to create a personal development plan. Use of time management and prioritisation techniques. |  |  |
| Decision Making | Able to undertake critical analysis and evaluation to support decision making Use of effective problem solving techniques |  |  |
| **Behaviours** |  |  |  |
| Takes responsibility | Drive to achieve in all aspects of work. Demonstrates resilience and accountability  Determination when managing difficult situations. Seeks new opportunities. |  |  |
| Inclusive | Open, approachable, authentic, and able to build trust with others. Seeks the views of others and values diversity. |  |  |
| Agile | Flexible to the needs of the organisation. Is creative, innovative and enterprising when seeking solutions to business needs. Positive and adaptable, responding well to feedback and need for change. Open to new ways of working. |  |  |
| Professionalism | Sets an example, and is fair, consistent and impartial. Open and honest. Operates within organisational values |  |  |

Appendix E

**Annex 2 Practical Requirements for Synoptic Projects**

Design of Synoptic Projects

* Specification of what has to be delivered on completion of the project – this must include the outputs, project plans etc.
* Terms of reference developed by the apprentice and agreed by the training provider and employer early in the project.
* Training Provider to provide clear project assessment criteria including terms of reference, approach to the problem, solution design and implementation, the final report and presentation.
* Apprentices must document their assumptions and highlight the consequences of these assumptions – enabling them to demonstrate their understanding of commercial pressures and the application of their thinking and problem solving skills
* Agreement to be made between the apprentice, employer and training provider on what systems, tools and platforms will be required (if any) to complete the tasks and how these will be made available.

Delivery of Synoptic Projects

* Training Providers will work with the employer and apprentice to agree the project title and support arrangements required to enable the project to be undertaken
* The project should normally be based on an agreed business problem that forms part of the apprentice’s role.
* Suitable time should be set aside by the employer for the apprentice to plan, undertake and write up their project.
* The apprentice will first work out what is required and present terms of reference and an initial plan for agreement with the employer and training provider
* The project will typically be undertaken at the employers premises
* The employer and training provider will ensure that the apprentice has access to the tools and systems required to complete the tasks within the project
* The apprentice will provide a signed statement to confirm the project is their own work
* The synoptic project will be set and completed during the final 6 months of the apprenticeship.

Requirements for the Project Environment

* A suitable project environment should be provided ensuring access to all required tools and systems. This may be the apprentices’ normal place of work/work station, or another environment suitable for the project.
* Someone responsible for managing the project from the employer perspective
* Someone from the training provider to oversee and provide support to the apprentice

Appendix F

