

Level 5

Operations Manager Apprenticeship

Develop engaged, effective leaders to build high performing teams that deliver on operational goals



This apprenticeship empowers individuals to effectively oversee various resources within their reach including the teams under their guidance, financial allocations and data utilisation.

They are encouraged to scrutinise existing processes, aiming for enhanced efficiency and adeptly navigate the ensuing transformations. Integral to the programme is the development of competencies in stakeholder engagement, leadership, strategic operational planning, problem-solving and proficient project management. Participants will emerge as critical thinkers poised to tackle business hurdles effectively.



Entry requirements

Employers will set their own entry requirements in order to start on this apprenticeship, but typically requires five GCSEs at Grade 4 or higher.



Course duration

15 months



Progression

On completion of the Operations or Departmental Manager apprenticeship, apprentices can register as full members with the Chartered Management Institute (CMI). After three years of management experience, this can progress to Chartered Manager status with the CMI.



Cost/funding

Levy Payers £9,000
Non Levy Payers £540



Functional skills

Apprentices will need to pass maths and English Functional Skills level 2 during their apprenticeship.



End-point assessment

The end-point assessment (EPA) includes:

- ▶ Professional discussion, underpinned by a portfolio of evidence
- ▶ Project proposal, presentation and questioning



Professional support

EDN assigns a designated Vocational Trainer to each apprentice. Alongside the apprentice, they will agree on a personal learning and development plan, setting a timetable of learning activities in preparation for the end-point assessment.

The EDN Vocational Trainer will meet with the apprentice regularly either online or face-to-face to complete and review assessments, provide further coaching where required and agree the next steps of learning.



Apprenticeship Journey

1

Introduction to Operations Departmental Manager

Module includes:

- ▶ End-point assessment
- ▶ Introduction to management of the self
- ▶ Time management techniques
- ▶ Art of delegation
- ▶ Thoughts to consider about delegation
- ▶ Delegation checklist
- ▶ Personal development

2

Using Reflective Practice to Inform Personal and Professional Development

Module includes:

- ▶ Personal professional development
- ▶ Why it's important to complete continued professional development (CPD)
- ▶ The Reflective Cycle
- ▶ Feedback including 360 feedback
- ▶ Self-awareness
- ▶ Emotional intelligence
- ▶ Learning styles and models
- ▶ Personal development plans

3

Principles of Developing, Managing and Leading Individuals and Teams to Achieve Success

Module includes:

- ▶ How to lead different teams including remote teams
- ▶ Managing groups and teams
- ▶ Successful team leadership and models
- ▶ Team building and group roles
- ▶ The learner and the organisation's training needs including analysis
- ▶ Learning objectives
- ▶ A wealth of knowledge
- ▶ Retention and succession planning
- ▶ Selection and recruitment
- ▶ Coaching and mentoring

4

Principles of Operational Leadership and Management in an Organisational Context

Module includes:

- ▶ Organisational structures, culture and corporate governance
- ▶ Decision matrix and paired comparison analysis
- ▶ Leadership style and decision making and models
- ▶ Successful team leadership, theories and styles
- ▶ Transformational leadership
- ▶ Interpersonal skills and emotional intelligence
- ▶ Communication channels
- ▶ Effective communication
- ▶ Models of communication

5

Managing Stakeholder Relationships

Module includes:

- ▶ Differentiate between relevant organisational stakeholders
- ▶ Differentiate between the expectations of primary and secondary organisational stakeholders
- ▶ Stakeholder mapping and provisions for stakeholder expectations
- ▶ Using your networks
- ▶ Collaborating, negotiating and influencing
- ▶ Conflict in the organisation
- ▶ Monitoring the achievement of stakeholder expectations

6

Creating and Delivering Operational Plans

Module includes:

- ▶ Business planning
- ▶ Operational management and technology
- ▶ Strategic, tactical and operational plans
- ▶ Business development tools including PEST analysis
- ▶ Macro and micro environmental forces
- ▶ Contingency planning, policies, processes and procedures
- ▶ Total quality management
- ▶ Main duties of an operations manager
- ▶ Useful management theories, leadership style and decision making
- ▶ Different measures and management reporting
- ▶ Managing performance and providing regular feedback
- ▶ Understand improvement techniques and processes

Apprenticeship Journey

7

Managing Change

Module includes:

- ▶ Operational planning and management
- ▶ Change management, models and planning
- ▶ The impact of change on individuals
- ▶ Change curve and managing transitions
- ▶ Resistance to change and overcoming it
- ▶ Leadership theories
- ▶ Stakeholder analysis
- ▶ The Change Kaleidoscope

8

Managing Finance

Module includes:

- ▶ Introduction to financial management
- ▶ Objectives of financial management
- ▶ Difference between financial and management accounting
- ▶ Sources of finance
- ▶ Budgets and methods of financial forecasting
- ▶ Quantitative and qualitative methods of financial forecasting
- ▶ Steps involved in agreeing a participatory budget
- ▶ Challenges when setting budgets
- ▶ Types of budget, variance and contingency planning
- ▶ Static and flexible budgeting

9

Managing Projects to Achieve Results

Module includes:

- ▶ Introduction to project management
- ▶ Setting up a new project
- ▶ Change and scope management
- ▶ How to set up a project, key project personnel and communication
- ▶ Managing a project, project dashboards and project legislation
- ▶ Stakeholder management and team decision making
- ▶ Project improvement, managing risks and review
- ▶ Creating a plan, how to measure the project success
- ▶ Technology in project management
- ▶ Decision matrix analysis, leadership style and decision making

In addition

Plus 4 Quarterly Leadership and Management Interactive Sessions

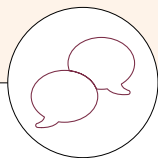
Each quarter, apprentices will have a session around a different topic focussing on Leadership and Management. It is an opportunity to ask the expert, raise specific questions around the content of the apprenticeship programme, share best practice and network with fellow apprentices.

Independent End-Point Assessment

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

Summary of independent end-point assessment process

The apprentice will be assessed to the apprenticeship standard using the complementary assessment methods below. The assessment is synoptic, i.e. takes a view of the overall performance of the apprentice in their job. The assessment activities will be completed by the independent End-Point Assessment Organisation (EPAO).

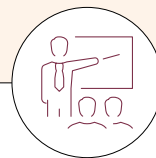


Professional discussion, underpinned by a portfolio of evidence

This assessment will take the form of a professional discussion which must be appropriately structured to draw out the best of the apprentice's competence and excellence and cover the KSBs assigned to this assessment method. A professional discussion is a two-way discussion which involves both the independent assessor and the apprentice actively listening and participating in a formal conversation. It gives the apprentice the opportunity to make detailed and proactive contributions to confirm their competency across the KSBs mapped to this method.

The rationale for this assessment method is:

- ▶ The professional discussion was selected as a valid way to draw out KSBs, in particular behaviours. It allows for a range of examples to be brought forward during the two-way conversation.
- ▶ It allows the apprentice to be assessed against KSBs that may not naturally occur during other assessment methods.
- ▶ It enables the apprentice to demonstrate the application of skills and behaviours as well as knowledge.
- ▶ It allows scope for the apprentice to demonstrate the depth and breadth of KSBs, allowing for a distinction marking.



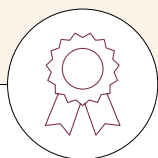
Project proposal, presentation and questioning

The assessment method is the production of a project proposal, presentation and questioning. The work is carried out after the apprentice has gone through the gateway.

A project proposal involves the apprentice completing a relevant and defined piece of work that has a real business benefit. Apprentices will prepare and deliver a presentation that, along with the proposal, appropriately covers the KSBs assigned to this method of assessment. It will be followed by questioning from the independent assessor.

The rationale for this assessment method is:

- ▶ The project proposal is designed to demonstrate the application of knowledge, skills and behaviours as they would occur in occupational practice. Producing a proposal reflects normal practice in the workplace for an Operations and Departmental Manager, so this assessment method is appropriate.
- ▶ It is a significant and relevant piece of work that thoroughly tests both higher and lower order knowledge, skills and behaviours.
- ▶ The project proposal should have a real business benefit and is a cost-effective assessment method.



Completion

The independent end assessor confirms that each assessment element has been completed. The apprenticeship includes Fail, Pass and Distinction grades with the final grade based on the apprentice's combined performance in each assessment activity. All EPA methods must be passed for the EPA to be passed overall. To achieve a pass overall, the apprentice must achieve all the pass criteria in all assessment methods. To achieve a distinction

overall, the apprentice must achieve all the pass criteria and all the distinction criteria in all assessment methods. Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit or a re-take. A re-sit does not require further learning, whereas a re-take does. For more information on grading criteria, please refer to the apprenticeship standard assessment plan by searching via: <https://www.instituteforapprenticeships.org/>

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