

# **L5 OPERATIONS or DEPARTMENTAL MANAGER v1.2 APPRENTICESHIP HANDBOOK**

An overview and guide for Apprentices  
and Employers  
June 2023 | v1.0

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# INTRODUCTION

## Occupational Profile

Welcome to the CMI Qualification Specification document for the [L5 Operations or Departmental Occupational Standard](#). This document has been developed to help you, as a potential apprentice or employer of an apprentice, to choose your endpoint assessment organisation and/or to answer any questions you may have regarding undertaking an apprenticeship.

An Operations or Departmental manager is someone who manages teams and/or projects, and is achieving operational or departmental goals and objectives as part of the delivery of their organisation's 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 are likely to include creating and delivering operational plans, managing projects, leading and managing teams, managing change, financial and resource management, talent management, coaching and mentoring.

Typical job titles: Operations Manager, Regional Manager, Divisional Manager, Department Manager and/or Specialist Managers.

## Qualification Details

<b>IfATE Occupational Standard</b>	<b>Apprenticeship Qualification Title</b>	<b>Ofqual Qualification Reference Number</b>
ST Code: ST0385	CMI Level 5 Operations or Departmental Manager	610/0208/2
Date Approved For Delivery: 1 June 2016  Latest version: v1.2 21 October 2020  Typical duration to Gateway (excluding EPA period): 24 to 30 months (minimum on-programme duration is 12 months and does not include the EPA period)  Maximum funding: £7000		

The qualification reference number is the number allocated to CMI by Ofqual, as the External Assurance Regulator, on approval of our recognition to undertake endpoint assessments for this occupational standard.

## WHAT TO EXPECT

### The Apprenticeship Journey

Your end to end apprenticeship journey is likely to be split into the following 5 stages:

<p><b>Choosing Your Programme and Training Provider</b></p>	<p>See the <a href="#">UCAS Apprenticeship</a> page or the <a href="#">Gov.uk Find An Apprenticeship</a> page for more information and/or to find possible apprenticeship opportunities within your area.</p> <p>Apprentices need to be currently working in the role of a professional manager (see notes above regarding the occupational standard).</p> <p>Apprentices need to live and/or work in England to be eligible for their employer to utilise their levy funding.</p>
<p><b>Completing The On-Programme Assignments, Modules, and Activities</b></p>	<p>This is when apprentices develop the knowledge, skills, and behaviours (KSBs) of the occupational standard, as well as their English and mathematics level 2, if required.</p> <p>Towards the end of their on-programme activities, apprentices will need to have completed their portfolio of evidence and have undertaken a work-based project.</p> <p>The typical duration for this stage of the journey is 30 months.</p>
<p><b>Passing Through Gateway</b></p>	<p>Gateway is the point of the journey where apprentices move from learning to demonstrating the knowledge, skills, and behaviours (KSBs) within the occupational standard.</p> <p>Before an apprentice is able to undertake their end point assessment (EPA), their employer must confirm that the apprentice is working at or above the level of the occupational standard and their training provider has to confirm that the apprentice has a level 2 qualification for English and mathematics.</p> <p>At Gateway, apprentices must submit:</p> <ul style="list-style-type: none"> <li>• A portfolio of evidence to underpin the professional discussion</li> <li>• The project proposal's subject, title and scope which will be agreed between the employer and the EPAO at the gateway</li> </ul>
<p><b>Undertaking Your End Point Assessment (EPA)</b></p>	<p>End Point Assessment (EPA) is the final stage of the actual apprenticeship journey and is where the apprentice will be tested by an independent apprenticeship assessor to determine whether they are able to demonstrate the knowledge, skills, and behaviours within the occupational standard.</p> <ul style="list-style-type: none"> <li>- <b>Assessment Method 1:</b> Professional Discussion underpinned by a portfolio of evidence.</li> <li>- <b>Assessment Method 2:</b> Project Proposal, Presentation and Questioning.</li> </ul> <p>Typical duration of end point assessment: 4 to 6 weeks culminating in a live assessment activity lasting no more than 2 hours.</p>

**Your Options after  
EPA**

Ongoing personal and professional development is an essential skill and/or requirement of every manager and leader.

CMI, as a professional body, is committed to turning accidental managers into conscious leaders and supports its members in their ongoing continued professional development. CMI is the only chartered body that can award Chartered Manager and its Management Diagnostics provides a valuable self-assessment tool that enables its members to understand what good looks like and know how to develop the skills employers need now and in the future.

Other technical education options following end point assessment include completing another apprenticeship (either in management and leadership or your industry specialism), or considering a specialism higher technical qualification.

## END POINT ASSESSMENT

### What is an endpoint assessment and why is it needed?

End point assessment is the terminology used by IfATE to describe the period post-Gateway and put simply is what the apprentice needs to do at the end of their apprenticeship programme. Its aim is to test the apprentice's competence in the knowledge, skills and behaviours (KSBs) within the [L5 Operations or Departmental Manager](#).

End point assessment usually requires the apprentice to complete a number of different activities, called assessment methods, and is carried out by an End Point Assessment Organisation, such as CMI, who are independent to the Training Provider and Employer.

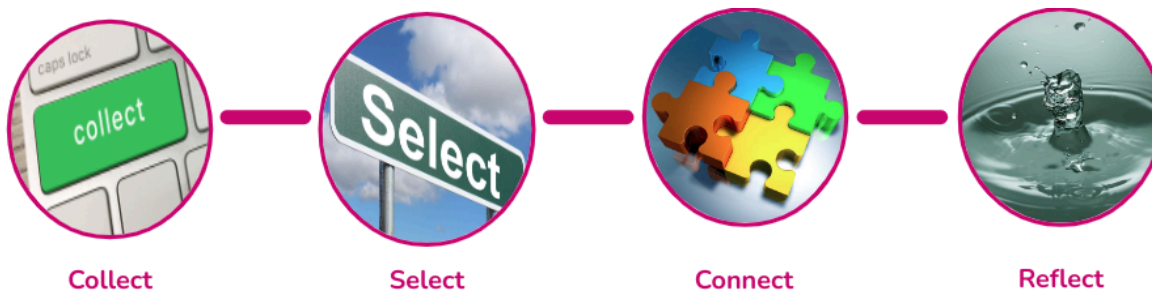
The end point assessment for the [L5 Operations or Departmental Manager](#) occupational standard is synoptic (meaning that it has been designed to test all of the knowledge, skills and behaviours within IfATE's occupational standard ST0385 and seeks to discern the breadth and depth of topics/area covered in this standard.) It has 2 (two) assessment methods:

- **Assessment method 1: Professional discussion, underpinned by a portfolio of evidence (This assessment method has 1 component.)**
- **Assessment method 2: Project proposal, presentation and questioning (This assessment method has 2 components)**

### Things you need to know about creating a portfolio of evidence

Whilst it is not assessed, the portfolio of evidence is used to underpin the professional discussion assessment. Apprentices are required to complete their portfolio of evidence whilst on-programme which is submitted as part of the Gateway requirements.

Please see below some useful hints and tips on gathering evidence for an end point assessment portfolio



CMI recommends that apprentices collect evidence for their portfolio from the start of the apprenticeship journey

Apprentices should check that the evidence they have collected does showcase their best work and focuses on their management and leadership skills

Apprentices need to ensure that it is easy for the CMI Independent Assessor to find and see exactly what KSBs the evidence is mapped to

Apprentices need to know what evidence is being submitted and ensure that they can explain what they have learned/done

The portfolio of evidence needs to cover all of the relevant KSBs within the [L5 Operations or Departmental Manager](#) occupational standard and should predominantly be real work-based examples that have been validated by a third-party, such as their line manager or using a witness testimony. The image below explains the importance of triangulating evidence used within a portfolio of evidence:



This is why CMI recommends that as an apprentice you:

- Take a qualitative, as opposed to a quantitative, approach when gathering evidence for your portfolio. Each piece of evidence needs to focus on your role and activities as a manager or leader, and will typically cover multiple KSBs.
- Showcase your 'best' work, including any key achievements whilst on-programme, and/or from within your day to day activities.
- Include a separate evidence locator document within your portfolio that clearly identifies which KSBs each piece of evidence is mapped to. *(NOTE: CMI has a template that they share with Training Providers, for apprentices to use as part of their prompting notes within the live assessment activity and to ensure all of the KSBs have been evidenced.)*

## Things you need to know about Assessment Method 1 - Professional Discussion, Underpinned by a Portfolio of Evidence

As already mentioned, the evidence within the apprentice's portfolio and that underpins the professional discussion, needs to have been gathered whilst on-programme and submitted at Gateway.

The apprentice is required to participate in a 60-minute professional discussion where they will talk about the activities and evidence that they submitted in their portfolio. During the professional discussion the apprentice will be asked open-ended and competency-based questions that are designed to prompt discussion and draw out the relevant knowledge, skills and behaviours for this assessment method. The professional discussion will also be based on the following grading descriptor topics - operational planning and management; managing teams; communication skills; personal & professional development. Follow up questions can be asked to prompt further discussion and to seek clarification.

*Please note that:*

- *A professional discussion is not simply a question and answer session. It is a two-way conversation between the apprentice and their CMI IAA.*
- *CMI recommends the apprentice has access to a copy of their portfolio throughout the professional discussion, as well as some prepared notes to refer to as needed and to act as prompts.*

## Things you need to know about Assessment Method 2 - Project Proposal, Presentation and Questioning

The apprentice is required:

1. To have identified a suitable project that has a real business benefit, relates to their role and can be undertaken after they have gone through Gateway.
2. To write a 500-word scoping document which is submitted at gateway and must be approved by CMI, as the EPAO.

Once gateway has been approved, the apprentice will then have up to 12 weeks to:



- Complete the planning stage of their proposed project
- Start to implement their proposed project
- Write their 4000-word project proposal document
- Write their 20-minute presentation

The chosen project proposal requires the apprentice to complete a piece of work that has a real business benefit, and is relevant to their role. The apprentice's project proposal document and presentation both need to be submitted to CMI within 12 weeks of Gateway being approved.

The Independent Assessor will then have at least 2 weeks to review this document and the presentation before the live assessment can take place.

At the live assessment, the apprentice will deliver a 20-minute presentation which will be followed by a 40 minute question/answer session. During the question and answer session, the apprentice will be asked a **minimum of 8 questions**, with 1 question from each of the following points that need to be covered within the presentation:

- Operational Management
- Project Management
- Finance
- Leading People & Supporting The Management of Change
- Building Relationships
- Communication Skills
- Managing Self
- Decision Making

Follow up questions are also likely to be used to seek clarification.

### How are the results calculated?

The Apprentice is required to successfully complete and pass BOTH assessment methods and their overall grade is based on the following criteria:

- **To achieve a pass overall, the apprentice must achieve at least a pass in BOTH assessment methods and have met all of the pass descriptors.**
- **To achieve a distinction overall, the apprentice must achieve a distinction in BOTH assessment methods and have met all of the pass and all of the distinction descriptors.**

The overall grading result will normally be communicated to the Training Provider within 15 working days of the Apprentice's live assessment.

If the apprentice has not met all of the pass descriptors in either of the assessment methods they will initially be recorded as **REFERRED** and will be offered the opportunity to take a re-sit or a re-take.

Please note that:

- All referral results are communicated to the Employer, Apprentice, and Training Provider
- Apprentices will be required to resit or retake only the assessment method(s) they have been referred on.
- If the apprentice fails the project proposal assessment method, they will be required to amend the project proposal and presentation in line with the independent assessor's feedback. The apprentice will have up to **3 weeks** to rework and submit the amended project proposal and presentation. The independent apprenticeship assessor will then have **2 weeks** to review the project proposal and presentation before the live assessment date.
- Resits and retakes are capped at an overall grade of PASS, unless CMI as the EPAO determines there are exceptional circumstances requiring the resit or retake.

## Further Information Regarding Resits and Retakes

As mentioned above, where an apprentice has not successfully evidenced any of the criteria required within an assessment method this will initially be notified as a referral and CMI will send further information to the Training Provider detailing the assessment method that needs to be resat/retaken.

The difference between a resit and a retake is that:

A resit means that the apprentice did not quite meet the knowledge, skill and/or behaviour advised within the CMI feedback report. This typically means that the apprentice may need to find some additional evidence for their portfolio, and/or adjust their work-based project proposal/presentation before attending a further live assessment activity.

A re-take means that there are significant gaps in the knowledge, skills and behaviours and it is recommended that the apprentice undertakes further learning before another assessment is taken.

Apprentices who achieve a pass grade cannot ask to re-sit/re-take their end point assessment simply to achieve a higher grade.

## Further Information Regarding Appeals

There may be occasions when CMI make end-point assessment decisions that apprentices find unclear, unfair or believe have caused disadvantage. If this is the case then they have the right to appeal their end point assessment grading decision.

Please note that an appeal:

- Can only be submitted once all methods of assessment have taken place and all marks and grades have been recorded and released correctly for each of the end-point assessment components and the overall grade awarded by CMI.
- Is only able to be submitted if the apprentice feels that they were either treated unfairly by CMI and/or the process has not been followed by CMI, which resulted in them being disadvantaged.
- Cannot be submitted to CMI if the apprentice has concerns about their Training Provider, to gain additional feedback from CMI regarding their overall assessment decision, or if the apprentice feels they did not achieve the result that they expected and want their assessment to be remarked.

For further information regarding submitting an appeal, please see the **CMI EPA Enquiries and Appeal Policy** which can be found on our website [here](#)

## Further Information Regarding Reasonable Adjustment Requests

End point assessment should be a fair assessment of an apprentice's knowledge, skills and behaviours, therefore in line with legal and regulatory requirements CMI has the right to make a reasonable adjustment and/or to allow a special consideration in relation to the end point assessment for all apprenticeship standards that CMI is recognised to provide.

**Reasonable adjustments** are defined as any action that helps reduce the effect of a disability that places the apprentice at a substantial disadvantage in the assessment situation. They **MUST** be agreed before the assessment takes place to enable the apprentice to demonstrate their knowledge, skills and behaviours

**Special considerations** can be applied during the end point assessment period (or post assessment) if there is a reason the apprentice may have been disadvantaged during the assessment period by an event outside of their control. This also includes requests for any extension to end-point assessment deadlines where there are extenuating circumstances (such as apprentice redundancy)

Please note that reasonable adjustments and/or special considerations should not give the apprentice an unfair advantage, and that the apprentice's result must reflect their achievement in the assessment and not necessarily their potential ability.

For further information, please see the **CMI EPA Reasonable Adjustments and Special Considerations Policy** which can be found on our website [here](#)

## Further Information Regarding Recognition of Prior Learning (RPL)

There may be occasions where apprentices are deemed to have Recognition of Prior Learning (RPL). This is usually identified by you, as their Training Provider, at the start of their programme, and whilst this is likely to mean that the apprentice doesn't need to complete the relevant module(s) and/or assignment(s) on-programme, the apprentice will still need to provide evidence and demonstrate competence in all of the knowledge, skills and behaviours within the [L5 Operations or Departmental Manager](#) occupational standard as part of the end point assessment.

## APPENDIX 1 - Glossary of Key Terms

Glossary of Key Words / Phrases Used Within Apprenticeships	Definition and/or Explanation
<b>Assessment Component</b>	The different activities that an apprentice has to complete for each assessment method. Typically these components are assessed holistically to determine one overall grading decision.
<b>Assessment Method</b>	The actual assessment activities that an apprentice needs to complete and pass as part of their endpoint assessment.
<b>Assessment Plan</b>	The document that is published by IfATE (under Crown Copyright) that sets out what needs to be done when testing the competence of an apprentice for that particular standard.
<b>Distinct</b>	Recognisably different in nature from something else of a similar type. This phrase is often used to describe either the type of evidence that has been submitted within a portfolio, and/or the different assessment methods.
<b>End Point Assessment (EPA)</b>	Rigorous robust and independent assessment of an apprentice at the end of training to test that the apprentice can perform in the occupation they have been trained in and can demonstrate the knowledge, skills and behaviours (KSBs) set out in the occupational standard
<b>End-point assessment organisation (EPAO)</b>	An organisation approved to deliver end point assessment for a particular apprenticeship standard; EPAOs must be on the register of end point assessment organisations
<b>Education and Skills Funding Agency (ESFA)</b>	The Education and Skills Funding Agency is an executive agency of the government of the United Kingdom, sponsored by the Department for Education.
<b>Gateway</b>	The stage of the apprenticeship where it is agreed by the Employer, Training Provider and Apprentice that the Apprentice has the knowledge, skills and behaviours required in the Apprenticeship Standard and can prove this at EPA
<b>Grading Decision</b>	This is the final overall grade for an endpoint assessment. IAAs are required to check the overall grade within the assessment sheet before uploading it to Skillsure ready for Internal Quality Assurance/release of results.
<b>Holistic (or Synoptic) Assessment</b>	Terminology used to identify an assessment method or assessment activity which has a number of components that are assessed as one overall decision.
<b>CMI Independent Assessor (IAA)</b>	Terminology used by CMI. The assessor independent from the on-programme delivery of the Apprenticeship who assesses the competence of the apprentice during the end point assessment activities set out in the published Assessment Plan
<b>Interview</b>	IfATE assessment method - usually requires a number of competency based questions to be asked.
<b>Institute for Apprenticeships and Technical Education (IfATE)</b>	IfATE (sometimes referred to as 'The Institute') works with employers to develop, approve, review and revise apprenticeships and technical qualifications within England.
<b>Knowledge, skills and behaviours (KSBs)</b>	What is needed to competently undertake the duties required for an occupational Standard <b>Knowledge:</b> What the apprentice needs to know and/or understand to complete their apprenticeship successfully. The information, technical detail, and 'know-how' that someone needs to have and understand to successfully carry out

	<p>the duties. Some knowledge will be occupation-specific, whereas some may be more generic.</p> <p><b>Skills:</b> What an apprentice needs to be able to do. The practical application of knowledge needed to successfully undertake the duties. They are learnt through training or experience.</p> <p><b>Behaviours:</b> Apprentices need to demonstrate how they have developed and exhibited the behaviours within the occupational standard within the workplace. Whilst they may be innate or intrinsic they can also be learned so are sometimes considered to be an additional subset of skills.</p>
<b>Live Assessment Activity (LAD)</b>	The point at which the live assessment methods are carried out in front of an Independent Apprenticeship Assessor, such as the presentation and professional discussion.
<b>Occupational (Apprenticeship) Standard</b>	Written and developed by the relevant employer trailblazer group(s) and include the specific Knowledge, Skills and Behaviours (KSBs) needed for specific occupations. The document acts as the basis for apprenticeship standards and T-levels, and aims to put employers in the driving seat for ensuring apprentices are learning skills that are relevant to the workplace.
<b>Occupational Profile</b>	This is an overview of the occupation and describes the sector or industries the occupation is typically found in; the broad purpose of the occupation; and what an employee in the occupation would typically do. The newer standards also include the key duties expected of an apprentice by the time they complete their programme, as well as the occupational profile, expected duration, and grading boundary.
<b>Portfolio of Evidence</b>	Is a collection of pieces of evidence, gathered together on-programme, that is used as the underpinning basis of an end-point assessment method.
<b>On-programme activities</b>	Activities carried out during the time of the apprenticeship supported by the training provider and employer through training and resources
<b>Presentation</b>	IfATE assessment method - presented as part of the live assessment. Typically the presentation is on a set topic or based on a project/activity.
<b>Professional Discussion</b>	IfATE assessment method - a two-way discussion between the independent assessor and the apprentice to assess the apprentice's in-depth understanding of their work. It differs from an interview and/or Q&A session as they tend to require the assessor asking questions and the apprentice answering them so there is less scope for interaction and discussion. Apprentices are expected to actively listen and participate in the formal conversation, and use this assessment method as an opportunity to confirm their competency across the relevant KSBs.
<b>Question &amp; Answer Session</b>	IfATE assessment method - typically used following a presentation to confirm the assessors understanding of certain KSBs and/or to stretch to a distinction.
<b>Referral/Referred</b>	CMI terminology used to indicate that an apprentice has not met all of the KSBs within an assessment method. CMI will need to advise if the referral requires a resit or retake.
<b>Resit</b>	IfATE terminology used to indicate that an apprentice did not meet all of the KSBs for a particular assessment method or KSB group. Typically a resit will not require the apprentice to undertake further learning so can be completed within a few weeks of the referral notification.
<b>Result</b>	Final grading decision after it has been through our internal quality assurance process. This result is advised to the TP and Apprentice plus sent to ESFA/Ofqual as part of our reporting requirements.

<b>Retake</b>	If ATE terminology used to indicate that an apprentice did not meet a number of the KSBs within an assessment method. Typically a retake requires the apprentice to undertake further learning before undertaking their endpoint assessment again.
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## APPENDIX 2 - KSBs by Assessment Method

Mapping of knowledge, skills and behaviours (KSBs) for **Assessment Method 1 - Professional Discussion Underpinned by a Portfolio of Evidence**

Knowledge	
<b>K1 Operational Management:</b>	K1.3 Understand operational business planning techniques, including how to manage resources, development of sales and marketing plans, setting targets and monitoring performance.
	K1.6 Understand data security and management, and the effective use of technology in an organisation.
<b>K4 Leading People:</b>	K4.1 Understand different leadership styles, how to lead multiple and remote teams and manage team leaders.
	K4.2 Know how to motivate and improve performance, supporting people using coaching and mentoring approaches.
	K4.3 Understand organisational cultures and diversity and their impact on leading and managing change.
	K4.4 Know how to delegate effectively.
<b>K5 Managing People:</b>	K5.1 Know how to manage multiple teams and develop high performing teams.
	K5.2 Understand performance management techniques, talent management models and how to recruit and develop people.
<b>K6 Building Relationships:</b>	K6.1 Understand approaches to partner, stakeholder and supplier relationship management including negotiation, influencing, and effective networking.
	K6.2 Knowledge of collaborative working techniques to enable delivery through others and how to share best practice.
	K6.3 Know how to manage conflict at all levels.
<b>K7 Communication:</b>	K7.1 Understand interpersonal skills and different forms of communication and techniques (verbal, written, non-verbal, digital) and how to apply them appropriately.
<b>K8 Self-Awareness:</b>	K8.1 Understand own impact and emotional intelligence.
	K8.2 Understand different learning and behaviour styles.
Skills	
<b>S1 Operational Management:</b>	S1.4 Creation and delivery of operational plans, including setting KPIs, monitoring performance against plans.
<b>S4 Leading People:</b>	S4.1 Able to communicate organisational vision and goals and how these to apply to teams.
	S4.2 Support development through coaching and mentoring and enable and support high performance working.
<b>S5 Managing People:</b>	S5.1 Able to manage talent and performance.
	S5.2 Develop, build and motivate teams by identifying their strengths and enabling development within the workplace.

	S5.3 Able to delegate and enable delivery through others.
<b>S6 Building Relationships:</b>	S6.1 Able to build trust and use effective negotiation and influencing skills and manage conflict.
	S6.2 Able to identify and share good practice and work collaboratively with others both inside and outside of the organisation.
<b>S7 Communication:</b>	S7.2 Able to chair meetings and present using a range of media.
	S7.3 Use of active listening, and able to challenge and give constructive feedback.
<b>S8 Self-Awareness:</b>	S8.1 Able to reflect on own performance, working style and its impact on others.
<b>S9 Management of Self:</b>	S9.1 Able to create a personal development plan.
<b>Behaviours</b>	
<b>B1 Takes responsibility:</b>	B1.1 Drive to achieve in all aspects of work.
	B1.2 Demonstrates resilience and accountability.
	B1.3 Determination when managing difficult situations.
	B1.4 Seeks new opportunities
<b>B2 Inclusive:</b>	B2.1 Open, approachable, authentic, and able to build trust with others.
	B2.2 Seeks the views of others and values diversity.
<b>B3 Agile:</b>	B3.3 Positive and adaptable, responding well to feedback and need for change.
<b>B4 Professionalism:</b>	B4.1 Sets an example, and is fair, consistent and impartial.
	B4.2 Open and honest.
	B4.3 Operates within organisational values.

Mapping of knowledge, skills and behaviours (KSBs) for **Assessment Method 2 - Project Proposal, Presentation with Questioning**

<b>Knowledge</b>	
<b>K1 Operational Management</b>	K1.1 Understand operational management approaches and models, including creating plans to deliver objectives and setting KPIs.
	K1.2 Understand business development tools (e.g. SWOT), and approaches to continuous improvement.
	K1.4 Knowledge of management systems, processes and contingency planning.
	K1.5 Understand how to initiate and manage change by identifying barriers and know how to overcome them.
<b>K2 Project Management:</b>	K2.1 Know how to set up and manage a project using relevant tools and techniques and understand process management.
	K2.2 Understand approaches to risk management.



<b>K3 Finance:</b>	K3.1 Understand business finance: how to manage budgets, and financial forecasting.
<b>K9 Management of Self:</b>	K9.1 Understand time management techniques and tools, and how to prioritise activities and the use of different approaches to planning, including managing multiple tasks.
<b>K10 Decision Making:</b>	K10.1 Understand problem solving and decision making techniques, including data analysis.
	K10.2 Understand organisational values and ethics and their impact on decision making
<b>Skills</b>	
<b>S1 Operational Management</b>	S1.1 Able to input into strategic planning and create plans in line with organisational objectives.
	S1.2 Support, manage and communicate change by identifying barriers and overcoming them.
	S1.3 Demonstrate commercial awareness, and able to identify and shape new opportunities.
	S1.5 Producing reports, providing management information based on the collation, analysis and interpretation of data
<b>S2 Project Management:</b>	S2.1 Plan, organise and manage resources to deliver required outcomes.
	S2.2 Monitor progress and identify risk and their mitigation.
	S2.3 Able to use relevant project management tools.
<b>S3 Finance:</b>	S3.1 Able to monitor budgets and provide reports and consider financial implications of decisions and adjust approach/recommendations accordingly.
<b>S4 Leading People:</b>	S4.3 Able to support the management of change within the organisation.
<b>S6 Building Relationships:</b>	S6.3 Use of specialist advice and support to deliver against plans.
<b>S7 Communication:</b>	S7.1 Able to communicate effectively (verbal, non-verbal, written, digital) and be flexible in communication style.
<b>S9 Management of Self:</b>	S9.2 Use of time management and prioritisation techniques.
<b>S10 Decision Making:</b>	S10.1 Able to undertake critical analysis and evaluation to support decision making
	S10.2 Use of effective problem solving techniques
<b>Behaviours</b>	
<b>B3 Agile:</b>	B3.1 Flexible to the needs of the organisation.
	B3.2 Is creative, innovative and enterprising when seeking solutions to business needs.
	B3.4 Open to new ways of working.

## APPENDIX 3 - Copy of Grading Descriptors

The following grading descriptor groups and relevant KSBs are for **Assessment Method 1 (Professional Discussion, underpinned by a showcase portfolio)**:

<b>KSB Group</b>	<b>Fail</b>	<b>Pass Descriptors</b> <i>The apprentice must meet all of the pass descriptors below</i>	<b>Distinction Descriptors</b> <i>The apprentice must meet all of the distinction descriptors below</i>
<b>Operational Planning and Management</b>	Does not meet the pass criteria	Describes how they used their knowledge and understanding of data security and business planning techniques, to support their organisation in creating and delivering operational plans, which include setting targets and monitoring performance against plans. (K1.3, K1.6, S1.4)	Justifies the purpose of operational business planning and sales and marketing plans, and why they manage resources by setting key targets and monitoring performance against them. (K1.3)
		Explains how they communicated their team's role in their organisation's vision and goals, and how they used their knowledge of the impact that organisational culture and diversity has on leading and managing change to drive, achieve and deliver operational plans. (K4.3, S4.1, B1.1)	
		Describes when they have shown resilience and accountability when seeking new opportunities for their organisation. (B1.2, B1.4)	
<b>Managing Teams</b>	Does not meet the pass criteria	Evaluates different leadership styles, methods to lead multiple and remote teams and manage team leaders and explains how they have adapted their preferred style to ensure they are open, approachable, and able to build trust. (K4.1, B2.1)	Analyses the problems associated with managing multiple teams and can describe known strategies for dealing with them. (K5.1)
		Discusses how they have recruited, developed or managed team members, and explains the performance management techniques and talent management models that underpin this. (K5.2, S5.1)	
		Identifies strengths in their team and adopts coaching and mentoring techniques to develop, build, enable and motivate the team and support high performance working. Uses delegation to enable delivery through others and describes strategies to manage multiple teams. (K4.2, K4.4, K5.1, S4.2, S5.2, S5.3)	
<b>Communication Skills</b>	Does not meet the pass criteria	Describes how they used interpersonal skills including active listening, when challenging and giving constructive feedback and seeking the views of others ensuring they valued diversity. Describes when they effectively used different forms of communication when chairing meetings or presenting. (K7.1, S7.2, S7.3, B2.2)	Analyses barriers to communication and how they are overcome. (K7.1)
		Describes when they have been able to build trust and effective relationships when identifying and sharing good practice while working collaboratively both within their organisation and externally.	

		Explains how they used effective negotiation and influencing skills and demonstrated determination to manage conflict. (K6.1, K6.2, K6.3, S6.1, S6.2, B1.3)	organisation when managing the supplier relationship. (K6.1)
		Justifies how they remained positive and adaptable when responding to feedback in the need for change. (B3.3)	
<b>Personal &amp; Professional Development</b>	Does not meet the pass criteria	Explains how they used their knowledge of their own learning and behavioural styles, to create their own personal development plan. (K8.2, S9.1)	Evaluates a range of known learning styles in different situations. (K8.2)
		Reflects on their own performance, working style and emotional intelligence and the impact they have had on others. (K8.1, S8.1)	
		Describes how they operate within their organisation's values and are a role model who sets an example to others by being open, honest, fair, consistent and impartial. (B4.1, B4.2, B4.3)	

The following grading descriptors and relevant KSBs are for **Assessment Method 2 (Project Proposal, Presentation, and Questioning)**:

<b>KSB Group</b>	<b>Fail</b>	<b>Pass Descriptors</b>	<b>Distinction Descriptors</b>
<b>Planning their project proposal</b>	Does not meet the pass criteria	Describes business development tools, management systems and contingency planning that are available when they have supported the management of change or identified and developed new opportunities within their organisation whilst ensuring commercial awareness. (K1.2, K1.4, S1.3, S4.3)	Analyses a range of business development tools that assist with project planning, and the techniques and approaches for continuous improvement, and how these tools and approaches align with their organisational systems, processes and plans. (K1.2)
		Uses operational management approaches and models in strategic planning that create plans that meet organisational objectives. (K1.1, S1.1)	
		Shows how they are flexible, creative, innovative and enterprising when seeking proposed solutions to business needs. (B3.1, B3.2)	
		Explains their organisational values and ethics, and the impact these have on their decision making. (K10.2)	
<b>Delivery of their project proposal</b>	Does not meet the pass criteria	Uses project management tools to plan, organise and manage resources in order to deliver the required outcomes to plan their project. Identifies and mitigates risks and includes suitable systems to monitor progress of the project proposal. (K2.1, K2.2, S2.1, S2.2, S2.3)	Analyse and evaluate the effectiveness of the project management tools and problem-solving techniques used in the planning of the project proposal. (S2.3, S10.2)
		Applies time management tools and techniques and different approaches to planning in order to prioritise activities. (K9.1, S9.2)	
		Undertakes a critical data analysis to understand and inform their decision making and approach to problem solving. (K10.1, S10.1, S10.2)	
		Uses various forms and styles of communication effectively which are suitable for the audience and situation. (S7.1)	
		Evaluates how they support, manage and communicate change and how they have overcome the barriers they identified. (K1.5, S1.2,)	
<b>Project Proposal Output</b>	Does not meet the pass criteria	Provides reports and management information that details the management of their project proposal's budget appropriately considering the financial implications of their decisions and adjusts their approach or recommendations accordingly. (K3.1, S1.5, S3.1)	Justifies and evaluates the financial and budgetary recommendations identified within the project proposal. (S1.5, S3.1)
		Uses specialist advice and shows a willingness to be open to new ways of working. (S6.3, B3.4)	Justifies the use of specialist advice and evaluates the impact of the advice on the project proposal. (S6.3)

## APPENDIX 4 - CMI Command Verbs

Below is a list of the CMI command verbs that apprentices may find useful and/or want to use to ensure they are fully meeting the relevant assessment criteria within annex 3 of the [L5 Operations or Departmental Manager standard](#)

Command Verb	Definition
<b>Analyse</b>	Break the subject or complex situation(s) into separate parts and examine each part in detail; identify the main issues and show how the main ideas are related to practice and why they are important. Reference to current research or theory may support the analysis.
<b>Assess</b>	Provide a reasoned judgement or rationale of the standard, quality, value or importance of something, informed by relevant facts/rationale.
<b>Consider</b>	Take (something) into account (i.e. different ideas, perspectives, theories, evidence) when making a judgement
<b>Create</b>	Originate or produce a solution to a problem.
<b>Define</b>	Show or state clearly and accurately.
<b>Develop</b>	Elaborate, expand or progress an idea from a starting point, building upon given information.
<b>Evaluate</b>	Consider the strengths and weaknesses, arguments for and against and/or similarities and differences. The writer should then judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Apply current research or theories to support the evaluation when applicable.
<b>Examine</b>	Inspect (something) thoroughly in order to determine its nature or condition.
<b>Explain</b>	Make something clear to someone by describing or revealing relevant information in more detail.
<b>Explore</b>	Go through the topic/issue thoroughly looking at all areas that affect the topic/issue.
<b>Formulate</b>	To devise or develop an idea or concept in a concise and systematic way.
<b>Identify</b>	Ascertain the origin, nature or definitive characteristics of something.
<b>Outline</b>	A general description/broad account/summary of something showing essential features/outline the case briefly but not the detail.
<b>Recommend</b>	Put forward proposals, an alternative or suggestion(s) supported by a clear rationale appropriate to the situation/context.
<b>Reflect</b>	Consciously contemplate, appraise or give balanced consideration to an action or issue.
<b>Review</b>	To examine, survey, reconsider a subject, theory or item.
<b>Specify</b>	Identify or state a fact or requirement clearly and precisely in detail.
<b>Use</b>	The action of using something for a particular purpose.