



# **Strategic Leaders Programme**

## **Operations Departmental Manager Level 5**

Including CMI certificate in Management and Leadership Level 5





# Operations Departmental Manager Level 5

## Overview

The Operations Departmental Manager Level 5 apprenticeship cultivates and extends the delegate's knowledge across a range of topics, leading them to more efficiently achieve their operational goals.

On completion, delegates will have a refined range of skills supporting them to drive measurable improvements in both individual and business performance.

### Key responsibilities may include:

- Coaching and mentoring
- Creating and delivering operational plans
- Managing projects
- Leading and managing teams
- Talent management
- Managing change
- Financial and resource management

# Roles may include:



Operations  
Manager



Regional  
Manager



Divisional  
Manager



Senior  
Manager



Specialist  
Managers



Department  
Manager

## Suitable for:

Operations/Departmental Managers that manage teams and/or projects, to achieve specific goals and objectives as part of the delivery of an organisation's strategy.

# Delegate focused benefits



Develops strategic leadership skills and behaviours



Skills development workshops, brings learning to life



Learn from specialist coaches



Learn to be adaptable within the working environment



Delegates can apply for Chartered Manager status



Encourages a proactive approach to learning



Raises delegate's profile within their organisation



Mixed or employer specific cohorts

# Employer focused benefits



Improves core management techniques



Develops strategic leadership skills and behaviours



Focused learning experience through the Lifetime's Skills Development Workshops



Benchmarks delegate's managerial skills against industry standards



Builds leadership capabilities to motivate and inspire your teams



Builds self awareness via Primary Colours and 360 surveys



Brings the latest knowledge and practice into the business



Addresses real organisational issues



Concise documentation of 'off-the-job' training



# Programme delivery

## Programme length

15 months (on average) plus End-point Assessment (EPA).

## Delivery method

Programme delivered virtually via:

- 11 x 2 hour online workshops
- 5 x 2 day skills development workshops
- Virtual coaching sessions every 8 weeks
- Virtual practice assessment sessions
- EPA Mock assessments

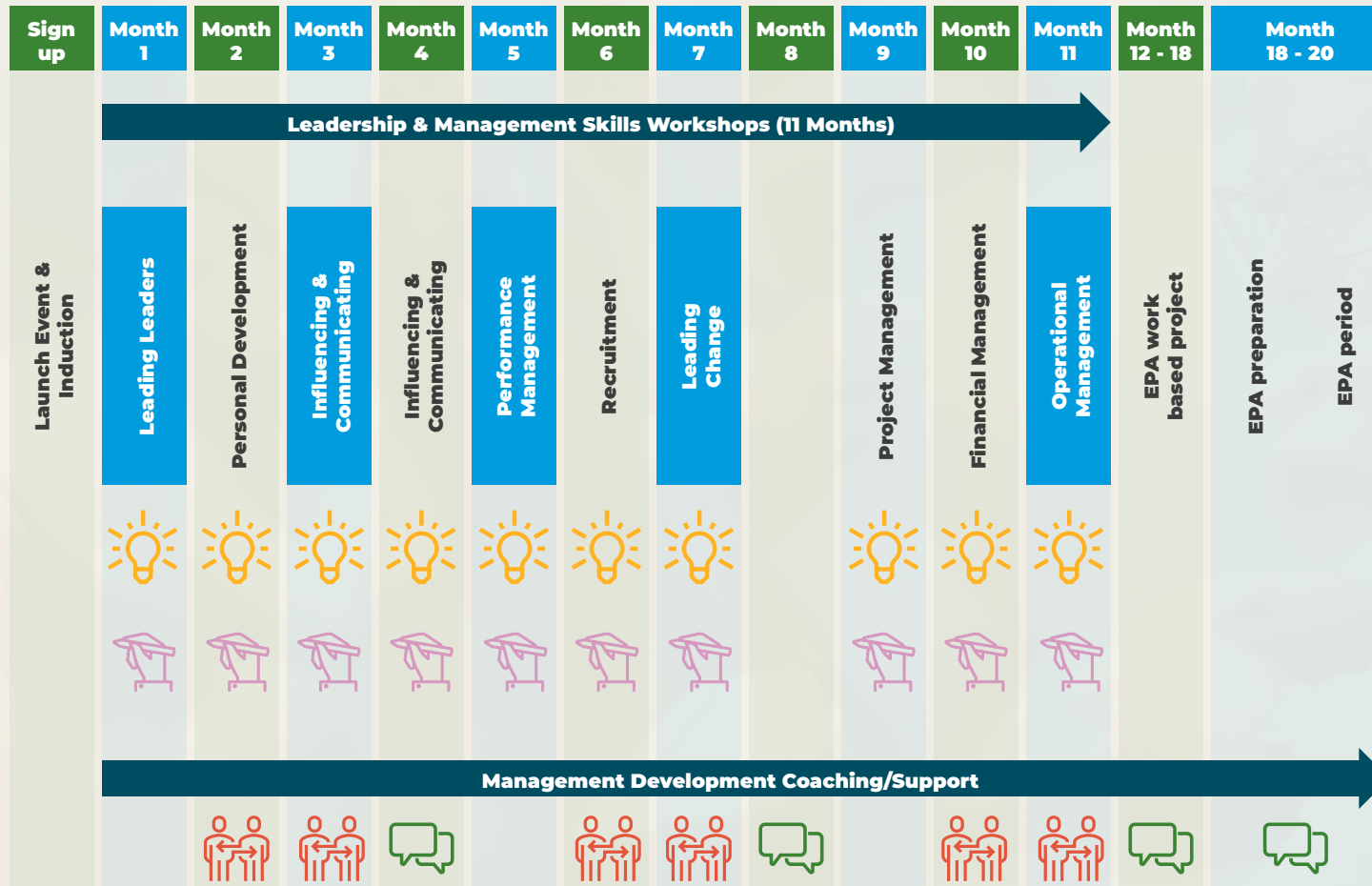
## Blended learning


The programme can be delivered via a mixture of face-to-face workshops or completely virtually. Both models will incorporate:


- Webinars
- One-to-one coaching sessions
- Workplace learning
- Contact: Delegates have access to their Management Development Coach via email, phone and online learning platform





# Learning journey




 = Skills Development Workshop (2 days)

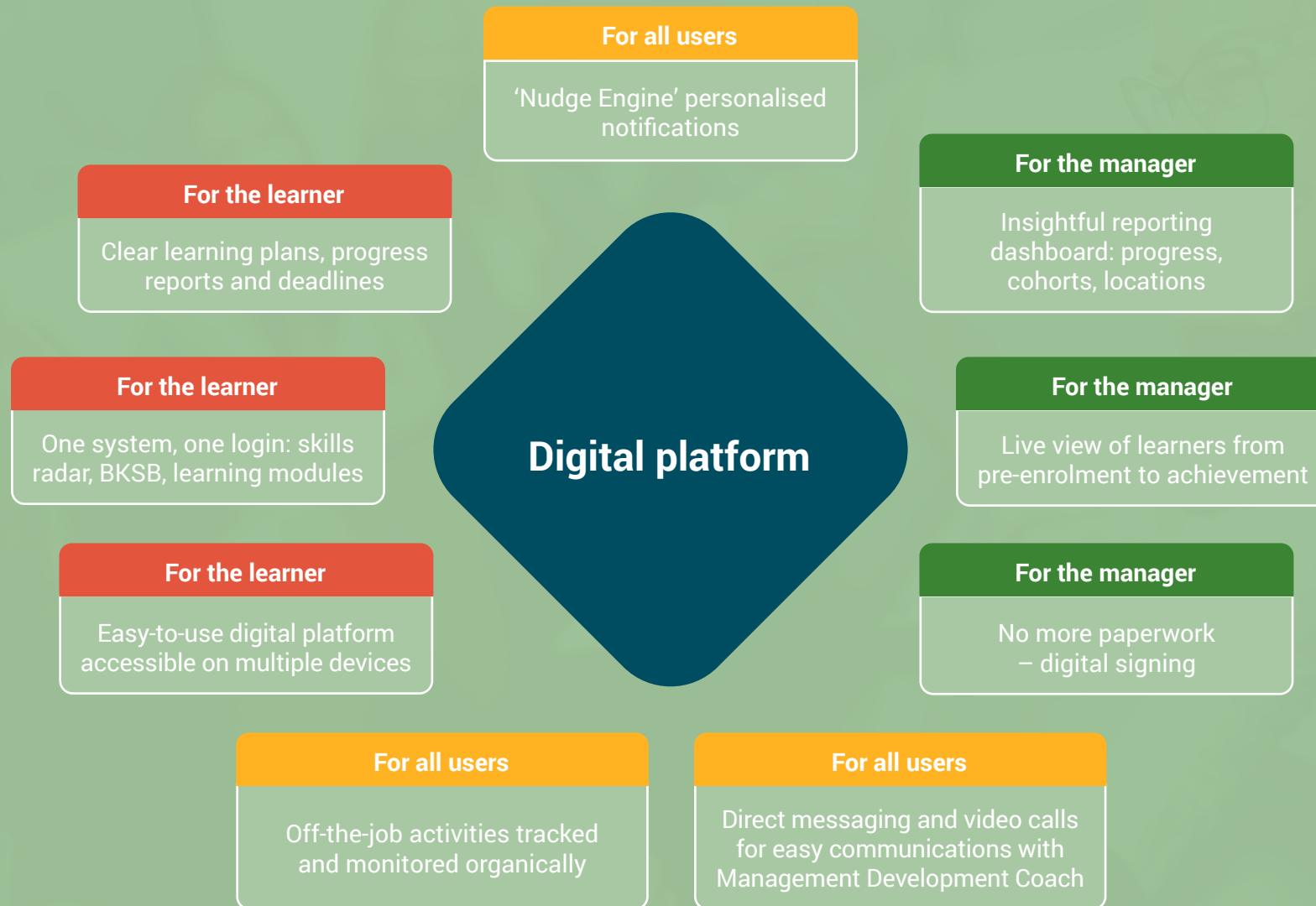
 = Knowledge Webinar (2 hours)

 = Portfolio of Evidence Assignment & Skills Checklist

 = Distance Coaching Session (1 hour)

 = Practice Assessment Session (2 hours)

# Blended delivery through Lifetime's online learning platform





# Skills development workshops

The Level 5 programme is enhanced by five additional learning modules, identified by leading business managers as critical for managers.

These modules are covered in the 5 x 2 day Skills Development Workshops which are delivered by Skills Development Coaches.

Leading Leaders

Influence and Communication

Performance Management

Leading Change

Operational Management

## Each workshop is:

- Preceded by a two hour online knowledge webinar (11 webinars in total) which will take place around two weeks prior to the workshop
- Followed up with post course actions

The two day workshops will be held at the Manufacturing Technology Centre (MTC) in Coventry, or Green Park in Reading.

## Cohort Approach

- There will be up to 20 delegates in each cohort (15 required cohort)
- Cohorts will commence on a monthly basis
- Cohorts will be a mixture of delegates from different organisations, providing the opportunity to network with managers from other organisations, which widens delegate's horizons and adds real benefit to the scope of learning available
- Employers may request a single cohort if they have enough delegates
- It may be possible for the workshops to be held at employers location if running a full cohort

# CMI Certificate in principles of management and leadership Level 5

In addition to completing the apprenticeship delegates will work towards the CMI Certificate in Management and Leadership Level 5.

This qualification consists of 2 CMI knowledge based modules which are achieved by completing 2 written assignments which are embedded into the programme.



Delegates will receive a CMI Certificate in Management and Leadership Level 5

## Principles of Operational Management and Leadership in an Organisational Context

- Understand factors which impact on an organisation's internal environment
- Understand the application of management and leadership theories
- Understand the knowledge, skills and behaviours to be effective in a management and leadership role

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

- Understand approaches to developing, managing and leading teams
- Understand approaches to achieving a balance of skills and experience in teams
- Know techniques for leading individuals and teams to achieve success

# Programme modules

The delivery model is broken down over 9 topics:

**1.** Leading Leaders

**2.** Personal Development

**3.** Influencing and Communicating

**4.** Performance Management

**5.** Recruitment

**6.** Leading Change

**7.** Project Management

**8.** Financial Management

**9.** Operational Management



**Programme  
modules**  
Deep dive



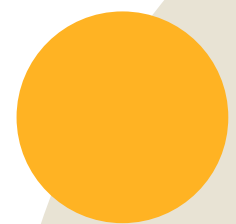
# Leading leaders

## Covered:

- Leadership Theories
- Feedback Methods
- Time Management and Prioritising
- Organisational Culture
- Employee Value Propositions
- Talent Management Model

## Dig Deeper:

- Leading Leaders



Section 1

LEVEL 5 LEADING LEADERS

## Back to Work Action Plans

Session 2: My role as a Leader of Leaders

My key learning points	What am I going to do differently as a result of this learning?	What outcomes do I want to achieve?	How will this make me a better leader/manager?	When will I do this by/review this?

INTRODUCTION TO LEADERSHIP

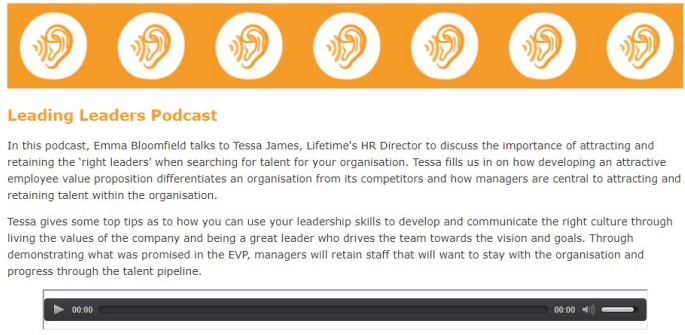


A brief overview of leadership theories

There are a number of theories about leadership. The most widely acknowledged theories are:

- Trait** - This theory focuses on identifying different personality traits and characteristics that have been linked to being a successful leader. The theory is linked to the 'Great Man Theory' first proposed by Thomas Carlyle in the early 19th century. Trait theory implies that certain traits produce certain patterns of behaviour and that people are born with these leadership traits.
- Behavioural** - Behavioural theorists offer a 'counter-argument' to the Trait theorists. Behavioural theory considers a focus on the behaviours of leaders as opposed to their mental, physical or social characteristics. With the introduction of psychometrics, researchers started to measure the cause and effects of specific human behaviours from leaders. At a basic level, behavioural theorists believe that with the right training or conditioning, anyone can become a leader - leaders are made not born.
- Contingency (Situational)** - This theory (sometimes also known as 'situational theories') considers that not one leadership theory can be successfully applied to all given situations. Contingency / Situational theories therefore focus on what variable related to the environment may determine which style of leadership would be best suited to the situation. So, there is not one single way of leading and therefore a leader needs to be flexible, however there is a risk that where a leader may excel in one specific situation they may perform poorly in a different situation.
- Transformational** - Transformational theories (also known as 'relationship' theories) focuses on the connections formed between leaders and followers. Leaders who practice transformational leadership, often have very high ethical and moral standards. They are interested in motivating and inspiring...

Leading Leaders Podcast (L5)



**Leading Leaders Podcast**

In this podcast, Emma Bloomfield talks to Tessa James, Lifetime's HR Director to discuss the importance of attracting and retaining the 'right leaders' when searching for talent for your organisation. Tessa fills us in on how developing an attractive employee value proposition differentiates an organisation from its competitors and how managers are central to attracting and retaining talent within the organisation.

Tessa gives some top tips as to how you can use your leadership skills to develop and communicate the right culture through living the values of the company and being a great leader who drives the team towards the vision and goals. Through demonstrating what was promised in the EVP, managers will retain staff that will want to stay with the organisation and progress through the talent pipeline.



# Personal development

## Covered:

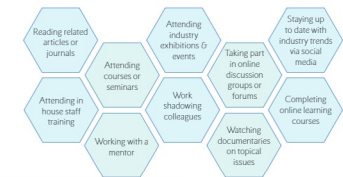
- Continuous Professional Development
- Learning Styles
- Self Awareness
- Behaviour Styles
- Working Styles
- Managing Workload

## Dig Deeper:

Managing Workload



CPD stands for continuing professional development and is all about developing your skills and progressing your career. There are a variety of things that you can do to contribute towards your own CPD, examples might include:



British Values and What it Means v1

fusion player

that enhances your knowledge and develops your skills by thinking, 'I'm doing my qualifications and I do all of it, so why should I bother with CPD as well?' to really

ion.

ission by tracking your learning

nt

and development

skill set

and highlighting gaps in your knowledge and experience

to a great service to your team, clients or customers

Mutual respect for other beliefs and religions.

Date and Duration	Detail of Activity	Delivery Method - Online/ Face to Face/ Shadow/ Reading/ Assignment	New Knowledge or Skills Required	Reflection How well you are able to use your new knowledge and skills moving forward? (Please refer to your 'Reflective practice support handout' to complete this section)
				Feelings
				Evaluate
				Conclusion
				Action

# Influencing and communication

## Covered:

- Leading Multiple and Remote Teams
- Managing Stakeholders
- Communication Methods
- Interpersonal Skills
- Emotional Intelligence
- Building Trust
- Influencing and Negotiating
- Conflict Management
- Collaboration and Sharing Best Practice

## Dig Deeper:

Public Speaking



**EMPATHY**

Empathy is the second most important element of EI. These people have the ability to understand wants, needs and views of others, even when this may not be obvious. As a result, they are excellent at managing relationships, listening and relating to others.

control emotions when faced with difficult situations. These are thoughtful and careful decisions.

and are successful team players. They support others to shine, rather than therefore masters at building relationships.

EI. They are driven to achieve long term success, highly productive and low

**LEADERSHIP & MANAGEMENT STAKEHOLDER RANKING**

Stakeholder Ranking Activity

Think about your business operation and identify 4 – 6 stakeholders. Using the Power matrix as a guide complete the table below ranking your stakeholders.

		Level of Interest	
		1. Low	4. High
Power	1. Low	<b>Category A</b> Minimal effort	<b>Category B</b> Keep informed
	10. High	<b>Category C</b> Keep satisfied	<b>Category D</b> Key player

Degree of interest X Degree of influence = Overall stakeholder score. Stakeholder ranking is the order of the scores (lowest to highest).

Stakeholder	Degree of Interest (1-4)	Degree of Influence (1-10)	Overall Score

Empathic listening v2 (FR4780)

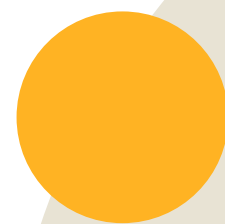
# Performance management

## Covered:

- Performance Management
- Under-performance
- Goal Setting
- Measuring Team Performance
- Coaching and Mentoring
- Delegation
- Motivation
- Performance Conversations
- Reward and Recognition
- Equality, Diversity and Inclusion

## Dig Deeper:

Motivation



**Strategy & Operational Planning Activity**

Are you aware of the strategy in your organisation?

**Visions to objectives**

Strategic	<b>VISION</b> <ul style="list-style-type: none"> <li>Timeless</li> <li>Reason for existence</li> <li>5 Years +</li> <li>Picture of a successful future</li> </ul>
Operational	<b>MAJOR BUSINESS OBJECTIVES</b> <ul style="list-style-type: none"> <li>Short term 1 year</li> <li>Departmental</li> <li>Long term 3 - 5 years</li> </ul>
Tactical	<b>STRATEGIES</b> <ul style="list-style-type: none"> <li>Quarterly</li> </ul>
	<b>TACTICS, PROJECTS &amp; TASKS</b> <ul style="list-style-type: none"> <li>Monthly / weekly</li> </ul>

Complete the activity to find out the strategic, operational and tactical plans in your organisation

Vision	
Mission	
Strategic goals	
Operational major business objectives	
Operational strategies	
Tactical projects /	



You've probably heard people talking about coaching in the workplace. You might have even received some coaching in the past or you might have used coaching to improve a person's performance, even if you didn't actually describe it as 'coaching' at the time.

But what actually is coaching, and how do you use it? And what skills do you need to be an effective coach?

Coaching is a useful way of developing people's skills and abilities, and of boosting performance. It can also help deal with issues and challenges before they become major problems.

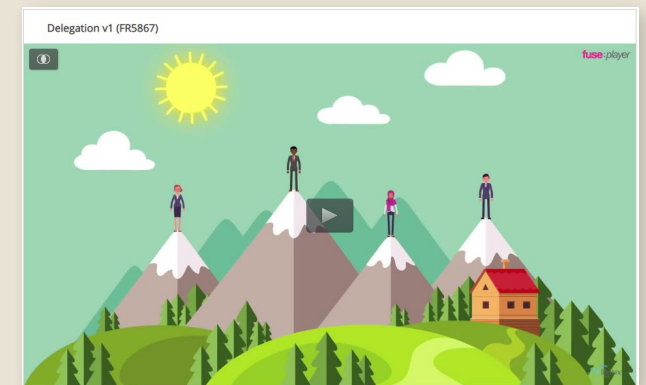
Coaching should be something that all managers do with their teams. It helps you understand how people think about their work, their careers, and their relationships with the organisation. It can also help you to improve a person's performance, and deal with any issues before these become major problems.

Many managers use formal coaching as a way of guiding people through change, briefing them on organisational developments, carrying out performance appraisals, and so on. However, sometimes you need to react quickly to situations and issues, and that's where you can adopt a more informal approach to coaching.

**Where coaching can help**

Here are a few examples of questions that you can answer with the benefit of coaching.

- How can I manage my time better to achieve all I want in life?
- How can I work on that stress at my job or my life?
- How can I be a better leader, colleague at the work and home too?
- What skills do I need to grow and develop further?
- What should I do next in my career within the organisation?
- How can I improve my relationship with a specific colleague?



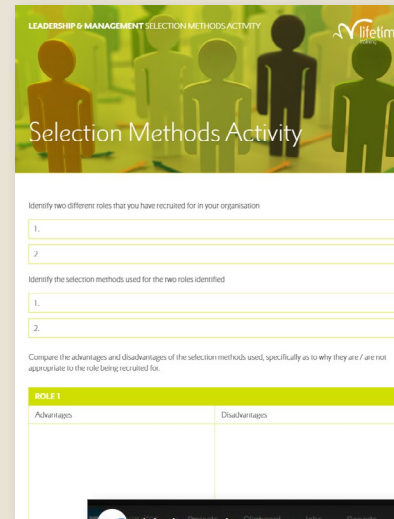
# Recruitment

## Covered:

- Recruitment Process
- Workforce Planning
- Recruitment Documents
- Recruitment Methods
- Legislation, Regulations, Policies and Professional Codes
- Selection Methods
- Team Roles
- Inductions
- Training and Development

## Dig Deeper:

Recruitment and Selection Methods



LEADERSHIP & MANAGEMENT SELECTION METHODS ACTIVITY

Identify two different roles that you have recruited for in your organisation

1. \_\_\_\_\_

2. \_\_\_\_\_

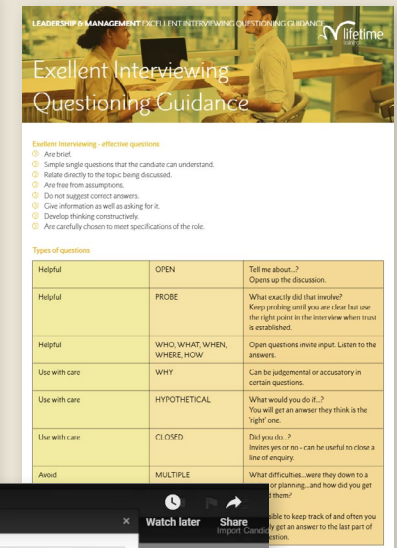
Identify the selection methods used for the two roles identified

1. \_\_\_\_\_

2. \_\_\_\_\_

Compare the advantages and disadvantages of the selection methods used, specifically as to why they are / are not appropriate to the role being recruited for.

ROLE 1	
Advantages	Disadvantages



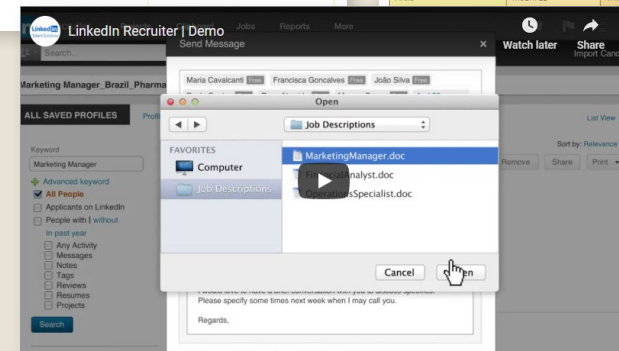
LEADERSHIP & MANAGEMENT EXCELLENT INTERVIEWING QUESTIONING GUIDANCE

### Excellent Interviewing - effective questions

- Are brief.
- Simple single questions that the candidate can understand.
- Relate directly to the topic being discussed.
- Are free from assumptions.
- Do not suggest correct answers.
- Cover information as well as asking for it.
- Develop thinking constructively.
- Are carefully chosen to meet specifications of the role.

### Types of questions

Helpful	OPEN	Tell me about...?
Helpful	PROBE	Opens up the discussion. What exactly did that involve? Keeps probing until you are clear but once the right point in the interview when trust is established.
Helpful	WHO, WHAT, WHEN, WHERE, HOW	Open questions invite input. Listen to the answers.
Use with care	WHY	Can be judgemental or accusatory in certain questions.
Use with care	HYPOTHETICAL	What would you do if...? You will get an answer they think is the 'right' one.
Use with care	CLOSED	Did you do...? Issues get on as - can be useful to close a line of enquiry.
Avoid	MULTIPLE	What difficulties...were they down to a...of planning...and how did you get...them? Able to keep track of and often you get an answer to the last part of question.



LinkedIn Recruiter | Demo

Marketing Manager, Brazil, Pharma

ALL SAVED PROFILES

Keyword: Marketing Manager

Advanced keyword: All People

Applicants on LinkedIn

People with I without

In past year

Any Activity

Messages

Notes

Tags

Reviews

Resumes

Projects

Search

Open

Job Descriptions

MarketingManager.doc

analyst.doc

Specialist.doc

Cancel

Send Message

Watch later

Share

Import

Regards,


# Leading Change

## Covered:

- Introducing Change Management
- Drivers for Change
- Culture and Change
- Barriers to Change
- Continuous Improvement
- Problem Solving and Decision Making
- Ethical Decision Making

## Dig Deeper:

The 5 Why's Problem Solving Technique

LEADERSHIP & MANAGEMENT LEVEL 4 & 5 

### Lewin's Change Management Model

Change is a common thread that runs through all businesses regardless of size, industry and age. Our world is changing fast and, as such, organizations must change quickly too. Organizations that handle change well thrive, whilst those that do not may struggle to survive.

The concept of "change management" is a familiar one in most businesses today.

One of the cornerstone models for understanding organizational change was developed by **Kurt Lewin** back in the 1940s, and still holds true today. His model is known as Unfreeze – Change – Refreeze, refers to the three-stage process of change he describes.

**In short it says:**


If you have a large cube of ice, but realize that what you want is a cone of ice, what do you do?



**Unfreeze**

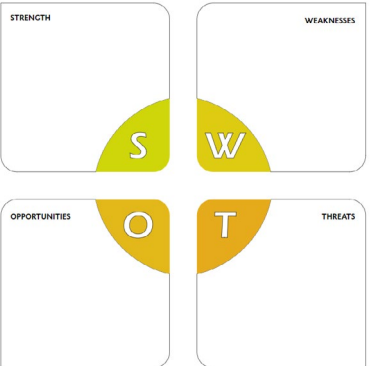
This first stage of change involves preparing the organization to accept that change is necessary, which involves breaking down the existing status quo before you can build up a new way of operating.



LEADERSHIP & MANAGEMENT LEVEL 4 & 5 

### SWOT Analysis Template Drivers for Change

STRENGTHS	WEAKNESSES
OPPORTUNITIES	THREATS





# Project management

## Covered:

- Project Management
- Project Lifecycle
- Project Management Models
- Project Roles
- Project Governance
- Project Initiation
- Project Planning Tools and Techniques
- Risk Analysis Tools and Techniques
- Project Implementation
- Project Monitoring
- Closing and Evaluating a Project

## Dig Deeper:

Prince2 and PMP



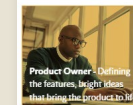
Can you think of a type of project where this model would work?



This model was created in 1995 by Ken Schwaber and Jeff Sutherland as a way of incorporating the Agile model principles. When it comes to Scrum there are 3 roles, 3 artefacts and 3 ceremonies. We'll explore the basics of the three here.

### The Power of 3!

3 Roles



**Product Owner** - Defining the features, bright ideas that bring the product to life.



**Scrum Master** - Responsible for serving the team and the process.



**Team** - Work to bring the product done, different roles. Work together.

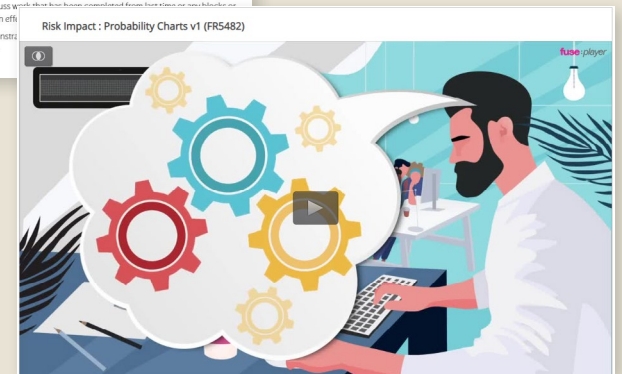
### 3 Tangible Artefacts



### 3 Ceremonies - these are meetings or gatherings.

- First there is the **Sprint planning**, a chance for the 3 roles, Product owner, Scrum Master and team to discuss user stories that have come in and the size of these.
- **Daily scrum** meetings are where the 3 roles discuss work that has been completed during the time or user stories.
- **Sprint Review** occurs at the end, the team demonstrates what works well and what could be done better.

To conclude, repeat, repeat, repeat...



# Financial management

## Covered:

- Financial Management
- Setting Budgets
- Managing a Budget
- Budget Reporting
- Contingency Budgets
- Financial Forecasting

## Dig Deeper:

Financial Trends in the Sector You Work In



**Setting Budgets**

*The purpose of a budget is to accurately forecast income and expenditure, to help as a tool in key decision making and monitor business performance.*

There are different types of budgets which we will look at in this chapter in further detail. You will also have the opportunity to embed your learning further through the complimenting activities.

A desirable skill for managers to have, is indeed, the management of the budget to ensure its purpose is met. The **three main purposes** are:

**Forecasting income and expenditure** - this is linked heavily to the business plan, where if the strategies and objectives are carried out correctly, the organisation will profit financially.

**Decision making** - if we understand the budget to be a financial resource that has already been planned out, we will also know if the finance resource has been allocated. An example of a decision that could be made here is, "We require staff to be working in one location, can we do this?" However, the budget hasn't been allocated, therefore the decision to go ahead with something like, "Due to travel costs for the meeting to be held in the same location, the decision is made to hold several smaller departmental meetings with digital conference links."

**Business performance** - Expectancies from forecasted performance v's actual performance. This is where the budget is used to measure performance. This is where the budget is used to measure performance. This is where the budget is used to measure performance.



## Organisational Governance & Compliance

Good corporate governance is about effectively supervising the management of a company to uphold the company's integrity, achieve more open and rigorous procedures and ensure legal compliance. Ultimately it should also promote good relations with stakeholders, including shareholders and employees (CIPD, 2018)

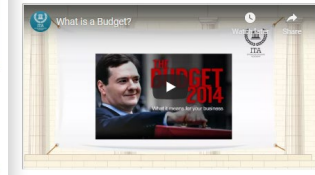
Governance is an increasingly significant aspect of business and organisational management. It is a specialised mechanism for regulating risk in business activities, thereby (hopefully) averting business disasters, scandals, and consequential damage or losses to investors, staff and customers.

The key outputs of organisational governance and compliance are:

**FINANCIAL TRANSPARENCY** - Providing true information around the organisation's financial performance.

**TAX LIABILITIES** - Liability by law to contribute to the state which can be calculated.

**ETHICS** - All trading should be done in a fair and honest manner.



## LEVEL 5 FINANCIAL TERMINOLOGY

### Financial Terminology

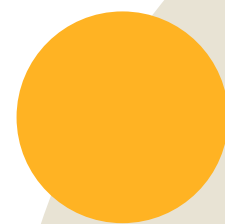
Here are some examples of common financial words used within business. Find out what each means and write a definition for each term in the table below.

Financial Term	Definition
VAT (value added tax)	
Capital Employed	
Net Assets (also called total net assets)	
Income	
Revenue	
Profit (Gross Profit)	

# Operational management

## Covered:

- Business Planning
- Competitor Analysis
- Operational Planning
- Sales and Marketing Plans
- Contingency Planning
- Operational Management
- Managing Resources
- Technology and Data Management in Business
- Management Systems and Processes
- Targets and Monitoring
- Identifying New Opportunities



### Porter's Five Forces Activity

Look at the above 5 Forces graphic and add each Force following your learning of Porters - 5 Force Analysis framework. What do the 5 Forces mean? What the meanings here?

Threat of New Entrants	
Buyers Power	
Threat of Substitution	
Suppliers Power	
Competitive Rivalry	

### Resourcing Operational Plans

In the development and implementation of operational plans, considerable thought needs to be given to the cost of activities and the resources required to ensure that the strategy is implemented successfully. There are, of course, different types of resource which are required in the delivery of operational plans. These include:

On many occasions the resources required to implement new strategies are the very same resources that are used in day-to-day operations, often referred to as 'business as usual'. This poses considerable challenges for senior and middle management. Specifically, organisations have to decide whether they wish to fund additional resources to deliver new or changed strategy or, alternatively, accept the risks associated with deploying resources onto the new project or activity, which might result in potential delays in implementation or a reduction in, say, the quality of the service provided. Consequently, organisations will need to be aware of their capacity, as implementing strategic and operational plans will undoubtedly put strain on organisational resources.

### Segmentation techniques v1 (FR4718)

# Who delivers the training?



## Skills Development Coach

With realms of experience in management and running their own business, these coaches are experts who will help the delegate to develop themselves in the areas of people management, operational management and project management.

### They will:

- Deliver the learning through online webinars
- Cover the knowledge for each module through interactive sessions



## Management Development Coach

Management Development Coaches are Level 5 qualified trainers who have prior experience of working at a senior management level.

### They will:

- Help the delegate plan their independent learning and post course activities
- Provide one to one coaching via telephone and virtual tutorials
- Feedback on written assignments and evidence submitted
- Support with preparation for End-point Assessment

# Pre-enrolment activities

## 1. Initial Assessment

- Literacy and Numeracy

## 2. Personal Statement

A 250-500 word statement around their current role, career plan, motivations for applying to the programme and the key areas where they wish to develop their skills

## 3. Short Assignment

A 750-1000 word assignment called 'Leading People'. We will provide full guidance on the requirements. Delegates will need to read through the guidance, complete the necessary research and complete the tasks as detailed in the assignment

## 4. Review Call

A call to go through all of the pre-enrolment activities

## 5. Eligibility

The eligibility criteria is as follows:

- UK/EU Resident for three years
- Not currently a student in funded learning

Delegates will need GCSE grade A to C or Level 2 Functional Skills in maths and English. Delegates without this will need to complete Level 2 in both subjects prior to End-point Assessment (EPA).





# Visit one – launch day

The launch day is a great opportunity for delegates to meet the others in their cohort, as well as getting a full introduction to the programme and the delivery personnel involved.

The launch event activities will be scheduled to look like the following:



- 09:30** Arrival tea and coffee
- 10:00** Welcome and introduction to Lifetime and the Skills Development Coaches from Leading Results
- 10:15** Welcome to the venue
- 10:30** Programme overview (what's required, structure of the programme, assessments, time needed)
- 11:30** Coffee and tea
- 11:45** My leadership journey (facilitated session)
- 13:00** Lunch and networking
- 13:45** My leadership shadow (introduction to Primary Colours model and Leadership Shadow concept)
- 16:00** Question and answer session

# Expectations and commitment

## Personal Study

Commit to 4 to 6 hours of self study per week

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## Structured booked study

- Access all online webinars for 1-2 hours per session
  - Virtual coaching sessions every 8 weeks
  - Virtual practice assessment sessions
- 

## Full days out-of-the-business

- 1 x Launch Day
- 10 x Skills development workshops (5 x 2 days)
- 2 x EPA mock assessments

## Delegates must:

- Make sure to book a minimum of 2 hours for a Online session with their Management Development Coach as and when agreed.
- Attend their sessions, be punctual and advise their Management Development Coach in advance if they are unable to attend/need to cancel their appointment
- Submit assignments by email to deadline to ensure completion of the qualification within the given timeframe
- Attend the skills workshops ensuring they allocate the full 2 days to be in attendance
- Make sure that they have good internet access, and a quiet area to undertake their tutorials without interruption

# End-point Assessment (EPA)



# End-point Assessment

Delegates enter the End-point Assessment (EPA) period following a gateway discussion with their employer and Management Development Coach.

## The End-point Assessment consists of the following:

Professional discussion, underpinned by a portfolio of evidence

Project proposal, presentation and questioning



# End-point Assessment

## Professional Discussion, underpinned by a portfolio of evidence

- Duration: 60 minutes
- Portfolio of evidence relates to the prescribed knowledge, skills and behaviours for the professional discussion method with 20 pieces of evidence
- Minimum of 6 questions with further questions for clarification and to ensure coverage of knowledge, skills and behaviours

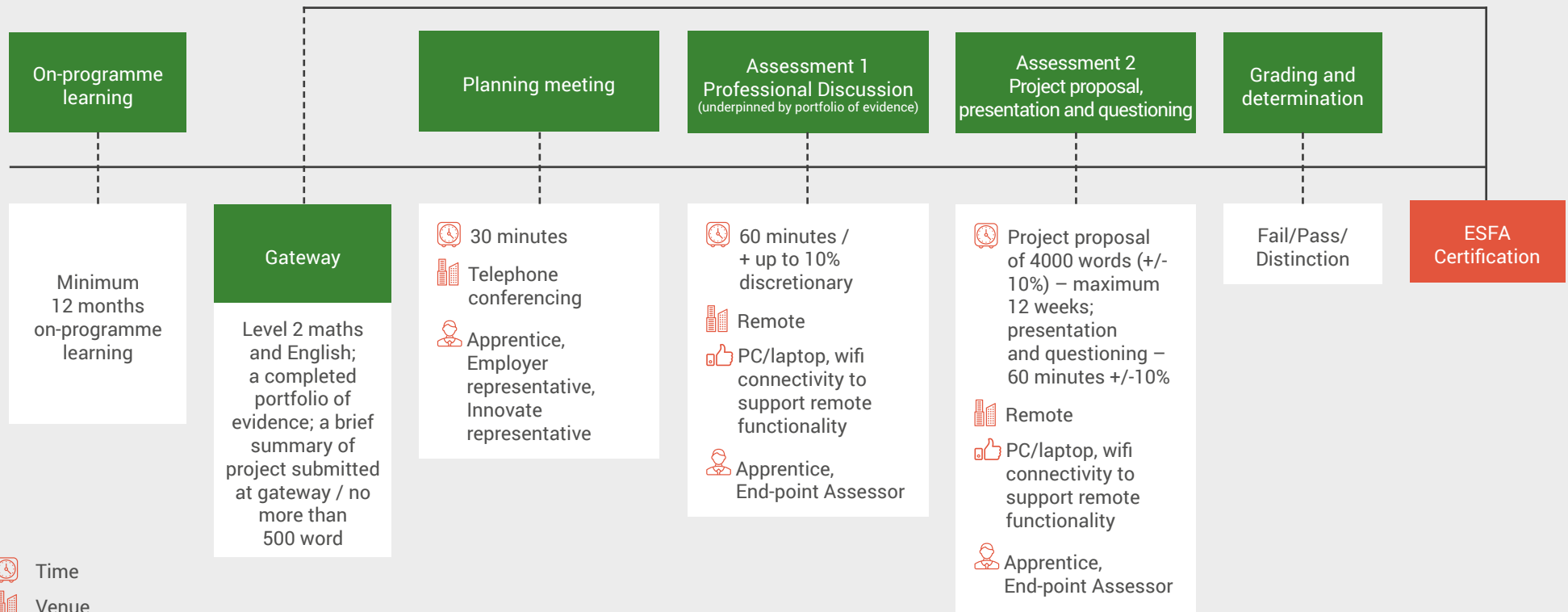
## Project Proposal, presentation and questioning

- 2 assessment components assessed holistically
- Project Proposal Report (created post gateway)
- The business based project proposal must be created post gateway
- EPAO to sign off the project proposal title and scope
- Duration for the creation and writing up of the project proposal will be 12 weeks
- Project proposal will be 4,000 words
- Must sufficiently cover relevant knowledge, skills and behaviours
- The presentation will focus on the project proposal
- Must be submitted at the same time as the project proposal (12 weeks after gateway)
- Duration of presentation: 20 minutes
- Duration of Q&A: 40 minutes
- Minimum of 8 questions asked by assessor with clarification/probing questions if required



# End-point Assessment journey

Duration of EPA 5 months




- Time
- Venue
- Requirements
- Attendees



**Thanks for  
your time.**

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