



## **Specification**

## **Level 3 Team Leader v1.3**

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# Innovate Awarding

## Meet our Managing Director

Welcome to the Level 3 Team Leader Apprenticeship. Our Innovate Awarding EPA Journey is designed to ensure the employer, provider and apprentice have the appropriate support and guidance to allow successful completion of an apprenticeship, providing further confidence and assurance having chosen us as an End-Point Assessment Organisation.

We are an Ofqual approved End-Point Assessment Organisation (EPAO), experienced in operating within a regulated market. Driven by the employers we work in partnership with, we deliver End-Point Assessment (EPA) in the Health, Care, Education, Leadership, Management, Leisure, Customer Service, Creative, Hospitality, Retail, Transport and Logistics sectors.

Delivering an apprenticeship is an extremely rewarding role. We recognise the need for a clear specification, resources and support, so more valuable time can be spent delivering to an apprentice.

At Innovate Awarding we stand by our 'no surprises' approach to assessment, making an apprenticeship journey as simple as possible, ensuring the best chance of success for every apprentice who undertakes EPA with us.

*Charlotte Bosworth*

## About Innovate Awarding

We are an EPAO approved by the Education and Skills Funding Agency (ESFA) with a collaborative approach to doing business. We work with providers to deliver fit for purpose EPA, providing assessments for a wide range of apprenticeship Standards, certificating thousands of apprentices, continuing to learn and improve with each experience.

We have experienced and responsive teams to ensure the EPA experience is smooth and efficient, working closely with our provider partners ensuring a 'no surprises' approach to EPA for all apprentices.

Please see our website for the range of Standards we are approved to deliver:

<https://innovateawarding.org/end-point-assessment/apprenticeship-standards/>



## Our EPA Journey

We have created a bespoke EPA Journey tailored to the individual needs of the employer, provider and apprentice to enable a cross functional approach to EPA.

The Level 3 Team Leader Apprenticeship EPA Journey is available to download on epaPRO.

## The Apprenticeship Standard and Assessment Plan

An Apprenticeship Standard details the knowledge, skills and behaviours (KSBs) required to be occupationally competent:

- **Knowledge** - the information, technical detail, and 'know-how' that someone needs to have and understand to successfully carry out the duties. Some knowledge will be occupation-specific, whereas some may be more generic.
- **Skills** - the practical application of knowledge needed to successfully undertake the duties. They are learnt through on and/or off-the-job training or experience.
- **Behaviours** - mindsets, attitudes or approaches needed for competence. Whilst these can be innate or instinctive, they can also be learnt. Behaviours tend to be very transferable. They may be more similar across occupations than knowledge and skills. For example, team worker, adaptable and professional.

Apprenticeships are an invaluable tool for upskilling in areas that matter most to employers. They are a highly effective route to recruit and train future talent, address skills shortages and develop careers across core parts of the business.

The Level 3 Team Leader apprenticeship has been developed by employers working in the sector detailing the knowledge, skills and behaviours required to be occupationally competent and outlining the training and assessment journey for an apprentice.

The apprentice will typically spend 15 months on-programme, working towards the Level 3 Team Leader Standard, combining practical training in a job with study. The extent of the on-programme time should be decided for each apprentice based on their prior learning, skills and experience. If employers are using this Standard for an existing employee, it is important to be aware that the role must represent new learning. Providers should support employers with this.

It is vital the apprentice is prepared and fully ready before they commence their EPA period, which is detailed in the Assessment Plan.

The EPA period will last three months, consisting of:

- Presentation with questions
- Professional discussion underpinned by a portfolio of evidence

## The Apprentice

A Team leader or supervisor is a first line management role, with operational and project responsibilities or responsibility for managing a team to deliver a clearly defined outcome. They provide direction, instructions and guidance to ensure the achievement of set goals. Working in the private, public or third sector and in all sizes of organisation, specific responsibilities will vary, but the knowledge, skills and behaviours needed will be the same whatever the role.

Key responsibilities are likely to include supporting, managing and developing team members, managing projects, planning and monitoring workloads and resources, delivering operational plans, resolving problems, and building relationships internally and externally.

## Off-the-Job Training

Off-the-job training is a statutory requirement for an English apprenticeship. It is training, which is received by the apprentice during the apprentice's normal working hours, for the purpose of achieving the knowledge, skills and behaviours of the approved apprenticeship the learner is completing.

It is an important aspect of apprenticeship training, as it gives the learner time to properly develop knowledge and skills from the programme.

Off-the-job training allows the learner to take full advantage of the programme, improving the return on investment in training costs for the employer. A developed and upskilled apprentice will lead to an increase in productivity, a clear benefit to the business.

Examples of off-the-job training include:

- Learning new skills at work through shadowing other members of the team, where this activity has been agreed and documented as part of the agreed training plan
- In-house training programmes relevant to the apprenticeship
- Coaching sessions
- Attendance at workshops, training days and webinars relevant to the apprenticeship
- Completion of online learning
- Self-study that includes reading or watching videos
- Training in new working practices or new equipment
- Role-playing or simulation exercises
- Industry visits/conferences relevant to apprenticeships
- Writing assessments, assignments and completing projects or activities
- Practical training or training in the workplace relevant to the apprenticeship

The minimum volume of off-the-job training is six hours per week, irrespective of the hours worked by the apprentice.

## Gateway

Gateway is the entry point to EPA, and it is vital that all parties understand its importance. It is the point at which the apprentice has completed their learning, met the requirements of the Level 3 Team Leader Apprenticeship Standard, and the provider and employer have reviewed the apprentice's knowledge, skills and behaviours to confirm they satisfied the provider and employer that they are competent and ready to enter their EPA.

Employers are ultimately responsible for deciding when their apprentice is competent as a Team Leader and ready to enter EPA. This decision should be taken after conversation with the provider and apprentice. It is vital this decision is based on each individual apprentice's readiness and not because they have reached the end of the initially agreed training period.

## Pre-Gateway Checks

Knowing when an apprentice is Gateway-ready is much more than simply checking the apprentice has completed their learning and obtained all the mandatory requirements outlined in the Level 3 Team Leader Assessment Plan. Although this is important, it is about the provider, apprentice and employer being convinced that the apprentice is at the level of competence set out in the Standard and that they are prepared for the EPA, so they can claim that competency.

To pass through Gateway, typically the apprentice will have been training for a minimum of 12 months. They must also have:

- Achieved Level 2 English and Maths
- Satisfied their employer that they are consistently working at, or above, the occupational competence of the Level 3 Team Leader
- Compiled, and be ready to submit, a portfolio of 16 discrete pieces of evidence towards the professional discussion
- A signed declaration
- Declared any reasonable adjustments and special considerations

Readiness for Gateway includes confirming that the apprentice's portfolio meets the requirements of the knowledge, skills and behaviours set out within the Level 3 Team Leader Standard. This will be confirmed at Gateway and documented on epaPRO. This notifies us that the apprentice is ready for their assessment and the EPA planning meeting will be organised.

## What happens during Gateway?

The Innovate Awarding Assessor will send a presentation title to the apprentice post gateway. The apprentice must submit any presentation materials to the Innovate Awarding Assessor by the end of week four of the EPA period.

## Assessment Booking

Applications for any reasonable adjustments and/or special considerations should be submitted prior to Gateway, to allow time to review the request before the planning meeting.

Providers can book a planning meeting on epaPRO once gateway documents have been reviewed and approved by Innovate Awarding.

The purpose of the meeting is to allocate an Innovate Awarding Assessor, discuss assessment dates, confirm assessment timings, assessment requirements and assessment preparation. During the meeting we will discuss what happens if assessments are cancelled/rescheduled and how this could impact the EPA period, as well as providing information on certification and appeals.

The Level 3 Team Leader 45-minute planning meeting will book assessment timeslots for the:

- Presentation with questions
- Professional discussion underpinned by a portfolio of evidence

The provider will incur a charge for non-attendance of a planning meeting.

After the planning meeting, the apprentice will receive an email confirming everything discussed in the meeting and a calendar invite for all booked assessments. The apprentice will then prepare for EPA.

## Portfolio of Evidence Guidance

The employer must ensure their apprentice has compiled a portfolio of evidence during the on-programme period of the apprenticeship, which will be submitted at Gateway. It underpins the professional discussion but will not be assessed by us.

The Assessor will review the portfolio of evidence in preparation for the professional discussion prior to Gateway. Feedback is not required, although generally if Gateway is rejected due to the portfolio of evidence being inadequate, a courtesy email will be sent with an explanation, including the rejection reason on epaPRO.

Portfolio of evidence content and format are typically Word documents, presentations, video or audio recordings. You will upload the portfolio of evidence to epaPRO at Gateway, either by inserting a link to a SharePoint or including a zip file.

Portfolio of evidence requirements:

- The apprentice must compile a portfolio of evidence during the on-programme period of the apprenticeship
- It must contain evidence related to the knowledge, skills and behaviours (KSBs) that will be assessed by the professional discussion
- The portfolio of evidence will contain 16 discrete pieces of evidence
- Evidence must be mapped against the KSBs
- Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to a quantitative approach is suggested



The portfolio of evidence should not include reflective accounts or any methods of self-assessment. Any employer contributions should focus on direct observation of performance, for example, witness statements, rather than opinions. The evidence provided should be valid and attributable to the apprentice. The portfolio of evidence should contain a statement from the employer and apprentice confirming this.

Evidence sources may include:

- Workplace documentation/records, for example:
  - workplace policies/procedures,
  - records
- Witness statements
- Annotated photographs
- Video clips (maximum total duration 5 minutes); the apprentice must be in view and identifiable
- Other evidence sources are allowed

## End-Point Assessment

### Assessment Methods

#### Assessment Method 1: Presentation with Questions

This assessment method is being used because:

- It assesses understanding of a subject
- Setting the presentation title post-gateway ensures the reliability and validity of the EPA, and allows the Innovate Awarding Assessor to prepare appropriate questions pertinent to the presentation
- It allows the apprentice to directly demonstrate KSBs relating to communication and presentation
- It provides the opportunity to use authentic workplace contexts which increases assessment validity in relation to the occupational role
- It allows for the presentation of evidence and testing of responses where there are a range of potential answers
- It can be conducted remotely, potentially reducing cost

The presentation topic will be given to the apprentice post gateway by the Innovate Awarding Assessor.

The presentation should cover the following themes:

- Data collection and benchmarking
- Problem analysis and conclusions
- People and relationships
- Future plans and opportunities

The apprentice must submit any presentation materials to the Innovate Awarding Assessor by the end of week four of the EPA period. The apprentice must notify the Innovate Awarding Assessor, at that point, of any technical requirements for the presentation.

During the presentation, the apprentice must have access to:

- Audio-visual presentation equipment
- A flip chart and writing and drawing materials
- A computer

The Innovate Awarding Assessor must have at least two weeks to review any presentation materials, before the presentation is delivered by the apprentice, to allow them to prepare questions. The Innovate Awarding Assessor must give the apprentice at least one week's notice of the presentation assessment.

The Innovate Awarding Assessor must ask questions after the presentation. The purpose of the questions is:

- To seek clarification where required
- To assess the level of competence against the grading descriptors

The presentation and questions must last 50 minutes. This will typically include a presentation of 20 minutes and questioning lasting 30 minutes. The Innovate Awarding Assessor must use the full time available for questioning. The Innovate Awarding Assessor can increase the total time of the presentation and questioning by up to 10%. This time is to allow the apprentice to complete their last point or respond to a question if necessary.

The Innovate Awarding Assessor must ask at least five questions. Follow up questions are allowed where clarification is required.

The apprentice may choose to end the assessment method early. The apprentice must be confident they have demonstrated competence against the assessment requirements for the assessment method. The Innovate Awarding Assessor must ensure the apprentice is fully aware of all assessment requirements. The Innovate Awarding Assessor cannot suggest or choose to end any assessment methods early (unless in an emergency).

The Innovate Awarding Assessor is responsible for ensuring the apprentice understands the implications of ending an assessment early if they choose to do so. The Innovate Assessor may suggest the assessment continues. The Innovate Awarding Assessor must document the apprentice's request to end any assessment early.

The assessment must take place in a suitable venue selected by the Innovate Awarding Assessor with the employer. The assessment can be conducted by video conferencing. The assessment should take place in a quiet room, free from distractions and influence.

## **Assessment Method 2: Professional Discussion Underpinned by a Portfolio of Evidence**

In the professional discussion, the Innovate Awarding Assessor and apprentice have a formal two-way conversation. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method. The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence.

This assessment method is being used because it:

- Assesses KSBs holistically and objectively
- Allows for the assessment of KSBs that do not occur on a predictable or regular basis
- Allows for assessment of responses where there are a range of potential answers
- It can be conducted remotely, potentially reducing cost

The purpose is to assess the apprentice's competence against the following themes:

- Building a high performing team
- Communicating and implementing operational plans
- Managing change and continuous improvement
- Using technology
- Contributing to a project

The Innovate Awarding Assessor must give an apprentice one week's notice of the date for the professional discussion. The Innovate Awarding Assessor must have at least two weeks to review the supporting documentation.

The apprentice must have access to their portfolio of evidence during the professional discussion.

The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence however, the portfolio of evidence is not directly assessed.

The professional discussion must last for 60 minutes. The Innovate Awarding Assessor can increase the time of the professional discussion by up to 10%. This time is to allow the apprentice to respond to a question if necessary.

The Innovate Awarding Assessor must ask at least five questions. Follow-up questions are allowed where clarification is required.

The apprentice may choose to end any assessment method early. The apprentice must be confident they have demonstrated competence against the assessment requirements for the assessment method. The Innovate Awarding Assessor must ensure the apprentice is fully aware of all assessment requirements. The Innovate Awarding Assessor cannot suggest or choose to end any assessment methods early (unless in an emergency).

The Innovate Awarding Assessor is responsible for ensuring the apprentice understands the implications of ending an assessment early if they choose to do so. The Innovate Awarding Assessor may suggest the assessment continues. The Innovate Awarding Assessor must document the apprentice's request to end any assessment early.

The assessment must take place in a suitable venue selected by the Innovate Awarding Assessor with the employer. The assessment can be conducted by video conferencing. The assessment should take place in a quiet room, free from distractions and influence.

## Grading

Performance in the EPA determines the overall grade of:

- Distinction
- Pass
- Fail

The Innovate Awarding Assessor will individually grade the presentation with questions and professional discussion underpinned by a portfolio of evidence in line with the assessment plan.

The Innovate Awarding Assessor will combine the individual assessment method grades to determine the overall EPA grade.

If the apprentice fails one assessment method or more, they will be awarded an overall fail.

To achieve an overall pass, the apprentice must achieve at least a pass in all the assessment methods. To achieve a distinction overall, the apprentice must achieve a distinction in all assessment methods by meeting all the distinction descriptors.

Grades from individual assessment methods must be combined in the following way to determine the grade of the EPA overall.

| <b>Presentation with Questions</b> | <b>Professional Discussion Underpinned by a Portfolio of Evidence</b> | <b>Overall Grading</b> |
|------------------------------------|---|------------------------|
| Distinction                        | Distinction   | Distinction            |
| Distinction                        | Pass  | Pass                   |
| Pass                               | Distinction   | Pass                   |
| Pass                               | Pass  | Pass                   |
| Pass                               | Fail  | Fail                   |
| Fail                               | Pass  | Fail                   |
| Fail                               | Fail  | Fail                   |



# Grading Descriptors

## Assessment Method 1 - Grading Descriptors

### Presentation with Questions

| Data Collection and Benchmarking   |   |  |
|--|---|--|
| Assessed Criteria  | Pass Grading Descriptor   | Distinction Grading Descriptor   |
| <b>K3</b> Processes and policies which support the delivery of operational requirements<br><b>K5</b> Relevant regulation, legislation, and compliance that impacts their role and the organisation                     | Outlines the processes and policies supporting the delivery (of the chosen topic) and the regulation, legislation and compliance which impacts their role and the organisation. <b>(K3, K5)</b> | None   |
| <b>K15</b> External factors that affect the workplace, such as sustainability and net carbon zero, and how they are managed<br><b>K21</b> The wider social and economic environment in which the organisation operates |   |  |
| <b>K20</b> How to collate, interpret and communicate data and information to meet the needs of different audiences<br><b>S3</b> Able to collate and interpret data and information and create reports                  | Collates and interprets data and information to create reports tailored to the needs of different audiences. <b>(K20, S3)</b>   | Evaluates how well the reports they created met the needs of different audiences. <b>(K20, S3)</b> |

| Problem Analysis and Conclusions  |  |                                |
|---|--|--------------------------------|
| Assessed Criteria   | Pass Grading Descriptor  | Distinction Grading Descriptor |
| <p><b>K6</b> Organisational strategy and objectives and how their role impacts on them</p> <p><b>K19</b> The impact that cross-team working has in the delivery of organisational objectives</p>  | Explains how their role impacts on the organisation's strategy and objectives and the impact that cross team working has on delivering them. <b>(K6, K19)</b>  | None                           |
| <p><b>K9</b> Communication techniques including presentation skills, negotiation and influencing skills</p> <p><b>K12</b> Problem-solving and decision-making principles</p> <p><b>S5</b> Use information and problem-solving techniques to provide solutions and influence the decision-making process</p> |  |                                |
| People and Relationships  |  |                                |
| Assessed Criteria   | Pass Grading Descriptor  | Distinction Grading Descriptor |
| <p><b>K11</b> Stakeholder management</p> <p><b>S9</b> Manage individual or team performance by setting objectives, monitoring progress, and providing clear guidance and feedback</p> <p><b>S15</b> Manage and maintain relationships with a diverse workforce and stakeholders</p>                         | Explains how they manage and maintain relationships with a diverse workforce and stakeholders, set objectives, monitor progress, and provide guidance and feedback for individual and team performances. <b>(K11, S9, S15)</b> | None                           |
| <p><b>S17</b> Interpret policy and support the delivery of equity, diversity and inclusion in the workplace and monitor their impact on their team</p> <p><b>B2</b> Supports an inclusive culture, treating colleagues and external stakeholders fairly and with respect</p>                                |  |                                |

| Future Plans and Opportunities  |   |                                |
|---|---|--------------------------------|
| Assessed Criteria   | Pass Grading Descriptor   | Distinction Grading Descriptor |
| <b>K16</b> The impact that internal and external factors such as environmental impacts, have on their role<br><b>S18</b> Identify future changes in the sector such as technology advances that may impact their organisation<br><b>B5</b> Works flexibly and adapts to circumstances | Describes the impact of internal and external factors on their role, identifying how they will work flexibly to adapt to future changes in the sector that may affect their organisation. <b>(K16, S18, B5)</b> | None                           |

## Assessment Method 2: Professional Discussion Supported by a Portfolio of Evidence

| Building a High Performing Team  |   |                                |
|--|---|--------------------------------|
| Assessed Criteria  | Pass Grading Descriptor   | Distinction Grading Descriptor |
| <b>K2</b> How to identify the learning needs of others and solutions to address them<br><b>S4</b> Identify and support the development of the team through informal coaching and continuous professional development<br><b>B4</b> Seeks learning opportunities and continuous professional development | Describes their approach to identifying and supporting the learning and development needs of team members, as well as seeking out opportunities to develop their own learning and professional development. <b>(K2, S4, B4)</b> | None                           |
| <b>K1</b> Performance management techniques<br><b>K17</b> Leadership and management approaches<br><b>S2</b> Use tools to organise, prioritise and allocate daily and weekly work activities  | Describes the leadership, management and performance management techniques and tools they use to organise, prioritise, and allocate work activities. <b>(K1, K17, S2)</b>   | None                           |

| <b>S12</b> Interpret and apply regulation and legislation, share best practices, and advise stakeholders on their application   | Explains their approach to sharing best practice and advising stakeholders on the practical application of regulation and legislation relevant to their work within the organisation. <b>(S12)</b>                        | None  |
|---|---|---|
| <b>K10</b> Policy and procedure relating to people and organisational culture   | Explains how they have ethically and inclusively applied policies and procedures relating to people and organisational culture to support equity, diversity, and inclusion in the workplace. <b>(K10, K23, B1)</b>        | Evaluates their approach to supporting and promoting equity, diversity, and inclusion in terms of impact on the workplace. <b>(K10, K23, B1)</b>  |
| <b>K23</b> Principles of equity, diversity and inclusion in the workplace and their impact on the organisation and the team   |   |   |
| <b>B1</b> Acts professionally, ethically and with integrity   |   |   |
| <b>Communication and Implementing Operational Plans</b>   |   |   |
| Assessed Criteria   | Pass Grading Descriptor   | Distinction Grading Descriptor  |
| <b>K7</b> How to manage resources to implement operational and team plans   | Explains how they use and manage resources and collaborate with stakeholders to implement and deliver operational goals and team plans within their level of responsibility and accountability. <b>(K7, K18, S1, S14)</b> | None  |
| <b>K18</b> The purpose of their role within the organisation, including their level of responsibility and accountability  |   |   |
| <b>S1</b> Use resources to implement operational and team plans   |   |   |
| <b>S14</b> Collaborate with stakeholders in the organisation to ensure the delivery of operational goals  |   |   |
| <b>S11</b> Interpret organisational strategy and communicate how this impacts others  | Explains how they communicated the impact of organisational strategy on different stakeholders using different types of media to ensure understanding. <b>(S11, S13)</b>  | Evaluates the impact of the techniques they have used to communicate how organisational strategy impacts stakeholders, suggesting improvements to facilitate their understanding of what is required. <b>(S11, S13)</b> |
| <b>S13</b> Communicate information through different media, such as face-to-face meetings, emails, reports, and presentations to enable key stakeholders to understand what is required |   |   |

| Managing Change and Continuous Improvement  |   |  |
|---|---|--|
| Assessed Criteria   | Pass Grading Descriptor   | Distinction Grading Descriptor   |
| <b>K13</b> Principles of change management and continuous improvement<br><b>S7</b> Review work processes to identify opportunities to improve performance and for continuous improvement  | Explains how they apply the principles of change management and continuous improvement to work processes to identify areas where performance can be enhanced. <b>(K13, S7)</b>  | Evaluates the extent to which continuous improvement techniques improve work processes. <b>(K13, S7)</b> |
| <b>S10</b> Manage others through change by identifying challenges and the activities to resolve them<br><b>S16</b> Negotiate with and challenge stakeholders to manage change and reduce conflict   |   |  |
| <b>K22</b> Approaches to managing budgets, and options and choices to maximise efficient use of resources   | Describes their approach to managing budgets and maximising the use of resources. <b>(K22)</b>  | None   |
| Using Technology  |   |  |
| Assessed Criteria   | Pass Grading Descriptor   | Distinction Grading Descriptor   |
| <b>K14</b> IT and software used to support the activities of the business<br><b>S8</b> Use technology and software to produce documentation, such as spreadsheets and presentation packages to communicate information<br><b>S19</b> Monitor the use of technology and the potential to reduce energy consumption through their optimisation in day-to-day tasks, such as reducing the use of paper and switching off items when not in use | Describes the technology, software, and methods they use to produce documentation and support activities for the business, and how they monitor their use to reduce energy consumption when not in use. <b>(K14, S8, S19)</b> | None   |



| Contributing to a Project  |  |                                |
|--|--|--------------------------------|
| Assessed Criteria  | Pass Grading Descriptor  | Distinction Grading Descriptor |
| <b>K4</b> Project management tools and techniques<br><b>K8</b> Time management and prioritisation tools<br><b>S6</b> Use digital tools for planning and project management to monitor project progress, taking corrective action to deliver against the project plan<br><b>B3</b> Takes accountability and ownership of their tasks and workload | Explains how they utilise project management tools and techniques to plan a project, prioritise activities, monitor progress, and take corrective action to deliver against the project plan on time whilst taking ownership of the tasks. <b>(K4, K8, S6, B3)</b> | None                           |

## **Annex 1: Assessment Plan and Occupational Standard**

The Level 3 team Leader Occupational Standard and the latest version of the Assessment Plan can be accessed by following this link:

<https://www.instituteforapprenticeships.org/apprenticeship-standards/team-leader-in-revision>

**Level: 3**

**Standard: Team Leader**

**Version 1.3**

**Reference: ST0384**

**Sector: Business and Administration**

**EQA Organisation: Ofqual**

## Annex 2: Additional Information

### Results and Certifications

All final assessment component results are published on epaPRO within **10 working days** of the assessment taking place.

We will submit a certificate claim with the ESFA within 15 working days after the final result has been uploaded to epaPRO. The ESFA will send the certificate directly to the employer.

For replacement certificates a request must be emailed to [epa@innovateawarding.org](mailto:epa@innovateawarding.org). Within two days of receiving the email, a replacement certificate will be requested from the ESFA.

### Re-sits and Re-takes

If the apprentice fails one assessment method or more, they can take a re-sit or a re-take at their employer's discretion. The apprentice's employer needs to agree that a re-sit or re-take is appropriate. A re-sit does not need further learning, whereas a re-take does. The apprentice should have a supportive action plan to prepare for a re-sit or a re-take.

The employer and the Innovate Awarding Assessor should agree the timescale for a re-sit or re-take. A re-sit is typically taken within two months of the EPA outcome notification.

The timescale for a re-take is dependent on how much re-training is required and is typically taken within three months of the EPA outcome notification. If the apprentice fails, the presentation with questions assessment method they will need to be given a new topic to present on.

Failed assessment methods must be re-sat or re-taken within a six month period from the EPA outcome notification, otherwise the entire EPA will need to be re-sat or re-taken in full.

Re-sits and re-takes are not offered to an apprentice wishing to move from pass to a higher grade.

The apprentice will get a maximum EPA grade of pass if they need to re-sit or re-take one or more assessment methods, unless the Innovate Awarding Assessor determines there are exceptional circumstances.

## Reasonable Adjustments, Special Considerations and Appeals

Information on reasonable adjustments, special considerations and the appeals process can be accessed by using this link:

<https://innovateawarding.org/end-point-assessment/apprentice-information>

## Version Record

Innovate Awarding continuously review all support material to ensure its accuracy. All amendments will be recorded in the Version Record.

| Version Number | Effective From | Reason for Change | Location |
|----------------|----------------|-------------------|----------|
|                |                |                   |          |
|                |                |                   |          |

Please ensure that you use the current version.

All enquiries relating to the version change of the document should be directed to [epa@innovateawarding.org](mailto:epa@innovateawarding.org)



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