



# **ASSESSMENT SPECIFICATION**

Level 3  
Team Leader or Supervisor

**Disclaimer note**

This specification has been developed to support training providers, employer providers and employers to understand the End-point Assessment requirements of the Level 3 Team Leader or Supervisor standard.

This specification has been released as draft to support planning and preparation for assessment and is correct at time of publication. Innovate Awarding will release final published specifications as soon as all information has been confirmed by regulatory and external quality assurance organisations. Any changes will be clearly referenced in future editions. Innovate Awarding Policies and Procedures for End-point Assessment will be published in a separate online customer handbook published on bespoke IT system (EPA Pro).

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## Introduction

### Innovate Awarding

Innovate Awarding Organisation (IAO) is an End-point Assessment Organisation (EPAO) approved by the Education and Skills Funding Agency (ESFA) and a nationally regulated Awarding Organisation (AO) with a collaborative approach to doing business. We work with employers and training providers to deliver fit for purpose End-point Assessment and qualification services in a number of sectors. We provide information on the processes to enable employers and training providers to support the apprentice to achieve the End-point Assessment. We will conduct the end point assessment for the **Level 3 Team Leader or Supervisor** apprenticeship standard.

For further information, please visit:

[www.innovateawarding.org/apprenticeship-standards/end-point-assessment](http://www.innovateawarding.org/apprenticeship-standards/end-point-assessment)

## Apprenticeship Overview

Overview of the standard including what's involved and key elements of the standard.

Sector	Business and Administration
Standard Name	Level 3 Team Leader of Supervisor
Standard Reference	ST0384/AP03
Programme Duration	12 to 18 months
Minimum Time on Programme	12 months
EPA Duration	4 months
EPA Methods	<ul style="list-style-type: none"> <li>• Presentation with questions and answers</li> <li>• Professional discussion underpinned by portfolio of evidence</li> </ul>
Grading	Distinction, Pass, Fail
External Quality Assurance Provider	IfATE

### Who is the apprenticeship for?

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.

## Support Materials

Support materials that we will provide include:

- Assessment Journey
- Assessment Specification
- Apprentice Guidance
- Portfolio Evidence Locator
- Mock Records
- EPA Records

## On Programme Journey

The on programme learning and development will be agreed between the training provider and employer, or internally if training is delivered by an employer provider.

## Gateway

To progress through Gateway the apprentice must have:

- Level 2 English and Mathematics
- A Portfolio of Evidence

The employer and/or training provider will review the portfolio to ensure that the apprentice has completed all of the assessment plan criteria. The Portfolio is not directly assessed. It underpins the Professional Discussion. Innovate Awarding will review the portfolio in preparation for the professional discussion, but will not provide feedback after this review.

To reach Gateway the employer, training provider and apprentice must agree that all training has been completed. This will be confirmed at the Gateway meeting and evidenced on EPA Pro, notifying Innovate Awarding that the apprentice is ready for their End-point Assessment.

## Assessment Criteria Mapping

Knowledge, skills & behaviours	Presentation with Questions and Answers	Professional Discussion underpinned by Portfolio of Evidence
Leading People	K1.1, K1.2, S1.1, S1.2	
Managing People		K2.1, K2.2, S2.1, S2.2
Building Relationships	K3.1, K3.2, S3.3	S3.1, S3.2
Communication	K4.1, K4.2, S4.1	S4.2
Operational Management	K5.1, K5.2, K5.3, S5.1, S5.2, S5.3, S5.4	
Project Management		K6.1, K6.2, S6.1, S6.2
Finance		K7.1, K7.2, S7.1
Awareness of Self		K8.1, K8.2, S8.1
Management of Self		K9.1, S9.1
Decision Making	K10.1, K10.2, S10.1	
Takes Responsibility	B1.1, B1.2, B1.3	
Inclusive		B2.1, B2.2
Agile	B3.1, B3.2, B3.3	
Professionalism		B4.1, B4.2, B4.3

## End-point Assessment

The End-point Assessment tests the knowledge, skills, and behaviours (KSBs) that an apprentice has acquired during their training. End point assessment demonstrates the competence of an apprentice in their role as a Team Leader or Supervisor. This competence is valued by current and future employers.

### What will the End-point Assessment look like?

A planning meeting will take place once gateway has been passed and the apprentice has been deemed ready for end point assessment.

The purpose of a planning meeting is to:

- Plan when the assessments will take place
- Identify the requirements of each assessment method
- Answer any questions/concerns the apprentice may have about the assessment process
- Aid in the preparation requirements (e.g. arranging access, facilities, and resources)

This meeting is conducted remotely.

The End-Point Assessment will consist of a Presentation with questions and answers and a Professional Discussion underpinned by the Portfolio of Evidence.

## What is the Portfolio of Evidence?

The portfolio of evidence requirements are as follows:

- The apprentice will have prepared a portfolio of evidence during the on-programme phase to support the professional discussion. The format and structure of the portfolio must be agreed between the employer and apprentice, and ideally will be presented electronically.
- The portfolio must include a mapping document (Portfolio Evidence Locator) which clearly shows how the evidence is mapped against the relevant knowledge, skills and behaviours that will be assessed by the professional discussion.
- Reflective accounts and self-evaluation cannot be included as evidence. The portfolio should not include any methods of self-assessment.
- The portfolio should contain written accounts of activities that have been completed and referenced against the relevant knowledge, skills and behaviours that will be assessed by the professional discussion, supported by appropriate evidence, such as video/audio extracts; written statements; project plans; reports; minutes; observation reports; presentations; feedback from managers, supervisors or peers; papers or reports written by the apprentice; CPD Log; Personal Development Plan; performance reviews. This is not a definitive list; other evidence sources are allowable.
- The content must be sufficient to evidence, the apprentice can apply the relevant knowledge, skills and behaviours required as mapped to assessment method 2 (professional discussion). There must be at least one piece of evidence relating to each knowledge, skill and behaviour mapped to assessment method 2. Each piece of evidence can be referenced against more than one knowledge, skill or behavioural requirement. It will typically have 20 pieces of evidence.
- Any employer contributions should focus only direct observation of evidence (for example witness statements) rather than opinions.
- The evidence provided must be valid and attributable to the apprentice; the portfolio of evidence must contain a statement from the employer confirming this.

## Assessment Method 1: What is the Presentation with questions and answers?

Apprentices will prepare and deliver a presentation (followed by questions and answers) based on topic(s) covered within the apprenticeship.

The presentation should provide a summary of their role as a Team Leader or Supervisor and what they do and how this is relevant to their role and organisation. It should focus on how they tackle current topics and will cover all KSBs assigned to this method.

The apprentice will be given their presentation title post gateway by Innovate Awarding. The presentation will be based on one of the following topics:

- Reviewing ways to reduce cost and increase efficiency in a business environment
- Implementing a performance management process within a team or business unit
- Supporting their team through a period of change within the organisation
- Managing a difficult situation within your team
- Reviewing the impacts of cross-team working within the organisation
- Reviewing communication styles and building effective relationships
- Reviewing how organisational culture and strategy impacts on leadership and team working
- Discussing approaches to problem solving
- Implementing operational plans with the team
- Approaches to working with stakeholders
- Reviewing how data is collected and managed within and across teams within the organisation

Once the title has been set, the apprentice has 2 weeks in which to prepare and submit a copy of their presentation.

Through their presentation and questioning, the apprentice must demonstrate they have met the criteria set out in the grading criteria in this end point assessment plan.



The presentation should cover the following elements:

- Identification of the topic areas being covered within the presentation
- Overview of the activities undertaken relating to the topic area and how these related to their role
- Results of chosen activity and lessons learned
- What was achieved as a result of the activities

The apprentice will present to the EPA either via online video conferencing or face to face. If using an online platform, Innovate Awarding will ensure to have appropriate measures in place to prevent misrepresentation and ensure that the apprentice is not aided in any way e.g. by the use of a 360- degree camera.

The presentation will be followed by a question and answer session to enable discussion of the topic in greater detail and to further draw out the apprentice's ability to demonstrate how they have met the KSBs and grading criteria for this assessment method.

### **Presentation Delivery**

The presentation and questions will last 50 minutes plus 10% (at the discretion of the EPA) if required. The presentation will typically last for 20 minutes and the questioning will typically last for 30 minutes in order to provide scope for the apprentice to demonstrate their full competence. The discretionary additional 10% time can be allocated in any proportion across the presentation and questioning.

A short break of up to 10 minutes may be taken between the presentation and question and answers to enable the EPA to review the questions they have identified in advance in light of the presentation delivered.

To deliver the presentation, the apprentice will have access to:

- PowerPoint or other slide presentation tool
- Flip chart and writing and drawing materials
- Video
- Computer
- Notes
- Any other requirements as notified to the EPAO on submission of the presentation

The apprentice should be free to use whatever medium they wish, such as a poster, slides, or handouts. The presentation will be given in a controlled environment free from distractions - presenting only to the EPA.

Following the presentation, the EPA will ask a minimum of 5 questions, with one question from each of the following KSB groups:

- team building and development
- communication
- organisational culture and strategy
- problem solving
- data analysis

Follow up questions are allowed to seek clarification.

During this time the apprentice may refer to their presentation or presentation aides when answering questions.



Innovate Awarding must ensure that the presentation and questioning elements are conducted in a suitable controlled environment in any of the following:

- employer's premises
- a suitable venue selected by Innovate Awarding (for example a training provider's premises)
- video conferencing

## **Assessment Method 2: What is the Professional Discussion underpinned by the Portfolio of Evidence?**

This assessment will take the form of a professional discussion which must be appropriately structured to draw out the best of the apprentice's competence and excellence and cover the KSBs assigned to this assessment method. Questioning should assess the KSBs assigned to this assessment method and the apprentice may use their portfolio to support their responses.

### **Delivery**

The EPA will conduct and assess the professional discussion.

The underpinning portfolio will have been submitted in line with Innovate Awarding's requirements at the gateway and must evidence all of the KSBs mapped to this assessment method. The EPA will use the contents of the portfolio to identify discussion areas for the professional discussion.

The professional discussion will last 60 minutes. The EPA has the discretion to increase the time of the professional discussion by up to 10% to allow the apprentice to complete their last answer. Further time may be granted for apprentices with appropriate needs, in accordance with Innovate Awarding's Reasonable Adjustments Policy.

During this method, the EPA will combine 6 competency based questions from Innovate Awarding's question bank and those generated by themselves.

The professional discussion will be conducted as set out here:

- The professional discussion is a two-way conversation between the apprentice and the EPA.
- The professional discussion must be appropriately structured to draw out the best of the apprentice's competence and excellence.

The apprentice and the EPA will have access to their own copies of the portfolio throughout the professional discussion and both can refer to it as needed.

The professional discussion should be graded distinction, pass or fail. The portfolio underpins the professional discussion and will not be assessed or graded during the End-point Assessment. The EPA will allocate grades using the grading criteria.

The professional discussion should take place in a quiet room, free from distractions and influence.

The professional discussion can take place in any of the following:

- employer's premises
- a suitable venue selected by Innovate Awarding (for example a training provider's premises)
- video conferencing

## Assessment Criteria Mapping

Team Building and Development		
Knowledge, Skills and Behaviour Criteria	Delivery Guidance Content	Assessment Method
<b>Knowledge</b>		Presentation with questions and answers
<b>K1.1</b> Understand different leadership styles and the benefits of coaching to support people and improve performance.	<p>Leadership styles: Lewin's Leadership styles, Transformational leadership.</p> <p>Apprentices will need to know:</p> <ul style="list-style-type: none"> <li>• Different leadership styles.</li> <li>• The benefits and drawbacks of different leadership styles.</li> <li>• The suitability of different leadership styles (Suitability: type of work, resources, team dynamic, time, organisational culture/environment).</li> <li>• How coaching supports development and improvement of others.</li> </ul>	
<b>K3.2</b> Know how to facilitate cross team working to support delivery of organisational objectives.	Approaches could include: work standards, delivery against time, quality and cost requirements, monitoring, team working, standardised practice, communication structure, delegation and project management.	

Skills	
<b>S1.2</b> Support the development of the team and people through coaching, role modelling values and behaviours, and managing change effectively.	<p>Apprentices will need to:</p> <ul style="list-style-type: none"><li>• Develop their team and individuals through coaching skills</li><li>• lead by example</li><li>• act as a role model for the desired values and behaviours</li></ul> <p>Coaching skills could include: observing, listening, empathising, questioning, providing feedback, supporting Evidence examples could include coaching records, training sessions, job shadowing, appraisals/one-to-ones.</p> <ul style="list-style-type: none"><li>• Communicate change to their team</li><li>• Monitor change within their team</li><li>• Report on the outcome of the change to appropriate others (Change: Communication methods, Key Performance Indicators, policies and processes, upskilling, monitoring of team performance, methods of providing and receiving feedback, job roles and team structure. The need for change could be derived from factors such as regulatory, political, legislative, social, consumer behaviours and competitor analysis. Manage change within own team in accordance with good practice and organisational standards).</li></ul>
<b>S5.3</b> Ability to organise, prioritise and allocate work, and effectively use resources.	<p>Apprentices will need to: Organise work requirements and resources required, prioritise tasks to be completed and allocate work to others, ensuring operational goals are achieved. Evidence examples could include team meetings, project meetings, management meetings and other work products.</p> <p>Resources could include: money, personnel, equipment, time, facilities, vehicles, ICT Evidence examples could include team meetings, project meetings, management meetings and other work products.</p>
Behaviours	
<b>B1.1</b> Drive to achieve in all aspects of work.	

Pass Descriptors	Distinction Descriptors
<b>K1.1 K3.2 B1.1</b> Explain how they use knowledge of leadership styles and facilitation of cross team working, to develop their team and individuals and improve performance and how this helps them to drive their team to meet their objectives.	<b>K1.1 S1.2</b> Analyse the effectiveness of appropriate academic theories and models and incorporates them appropriately in their approach to leadership and team building.
<b>S1.2 S5.3</b> Demonstrates how they support the development of the team and manage change to deliver organisational objectives, through coaching, role modelling and the use of resources and prioritising work allocation.	
<b>S1.2</b> Adapt their approach where required, to accommodate specific needs of individual team members.	

## Communication

Knowledge, Skills and Behaviour Criteria	Delivery Guidance Content	Assessment Method
Knowledge		Presentation with questions and answers
K4.1 Understand different forms of communication and their application.	Apprentices will need to know: <ul style="list-style-type: none"><li>• Different forms of communication, including written, verbal, non-verbal and electronic. Formal and informal communication could also be included.</li><li>• The uses of each form of communication.</li></ul>	
K4.2 Know how to chair meetings, hold challenging conversations, provide constructive feedback and understand how to raise concerns.	Apprentices will need to know: <ul style="list-style-type: none"><li>• The process of planning meetings, including inviting attendees, booking a venue and organising resources.</li><li>• The process of chairing a meeting, including following an agenda, time management, note taking and action setting.</li><li>• The post meeting process, including distributing information, following up on actions and documenting outcomes.</li><li>• How to conduct challenging conversations with a range of individuals, including how to provide constructive feedback and raising concerns.</li></ul>	
Skills		
S3.3 Building relationships with customers and managing these effectively.	Apprentices will need to: <ul style="list-style-type: none"><li>• Build good relationships with stakeholders.</li><li>• Maintain relationships with stakeholders.</li><li>• Manage relationships with stakeholders to ensure mutually beneficial agreements can be achieved.</li><li>• Evidence examples could include team meetings, project meetings, client meetings, customer feedback and other work products.</li></ul>	

Skills		
<b>S4.1</b> Able to communicate effectively (verbal, written, digital), chair meetings and present to team and management	<p>Apprentices will need to:</p> <ul style="list-style-type: none"><li>• Use written, verbal and digital communication in appropriate situations.</li><li>• Chair meetings according to organisational requirements, ensuring correct planning and post meeting requirements are conducted.</li><li>• Present information to both teams and management at is appropriate for the audience and in the correct format. The information must be correct and accurate and meet the needs of the presentation.</li></ul> <p>Evidence examples could include team meetings, project meetings, appraisals, one-to-one's, management meetings, client/customer meetings and other work products</p>	
Pass Descriptors		Distinction Descriptors
<b>K4.1 S3.3</b> Select appropriate communication manner and medium to build and manage an effective relationship with customers and adapt their approach to suit their audience.	<b>K4.1 S3.3</b> Evaluates how they build rapport with their audience, including customers and how this can be negatively and positively impacted on by the different communication approaches and styles (e.g. verbal, non-verbal, written, visual and digital/electronic).	
<b>S4.1</b> Describes, with examples, how they have chaired meetings, when they have presented to team/management, and how they facilitated the contributions of others.	<b>K4.2 S4.1</b> Regulate the flow of conversations in the meetings they lead and compensate for both dominant and quiet voices to be heard equally.	
<b>K4.2</b> Explains how to approach challenging conversations, how to raise concerns and how to provide constructive feedback.		

Organisational Culture & Strategy		
Knowledge, Skills and Behaviour Criteria	Delivery Guidance Content	Assessment Method
<b>Knowledge</b>		Presentation with questions and answers
<b>K1.2</b> Understand organisational cultures, equality, diversity and inclusion.	Organisational cultures: Handy’s 4 types of organisational culture  Apprentices will need to know: <ul style="list-style-type: none"><li>• Handy’s 4 types of organisational culture</li><li>• The benefits and drawbacks of different organisational structures</li><li>• The responsibilities for leaders of equality, diversity and inclusion</li><li>• The implications for leaders of not adhering to equality, diversity and inclusion requirements</li></ul>	
<b>K5.1</b> Understand how organisational strategy is developed.	Organisational strategy: values, standards, visions, culture, goals and objectives  Apprentices will need to know: <ul style="list-style-type: none"><li>• How organisational strategy is developed</li></ul>	
<b>Skills</b>		
<b>S1.1</b> Able to communicate organisation strategy and team purpose and adapt style to suit the audience.	Apprentices will need to: <ul style="list-style-type: none"><li>• Translate organisational strategy into achievable actions and set these as targets, monitoring the outcome</li><li>• Evidence examples could include team meetings, project meetings, appraisals, one-to-one’s, management meetings and other work products</li></ul>	
<b>S5.1</b> Able to communicate organisational strategy and deliver against operational plans, translating goals into deliverable actions for the team, and monitoring outcomes.	Organisational strategy includes: how an organisation plans to achieve its long-term goals. Team purpose includes: planning, decision making, defining and distributing responsibilities and tasks.	
<b>Behaviours</b>		
<b>B3.1</b> Flexible to the needs of the organisation.		
<b>Pass Descriptors</b>		<b>Distinction Descriptors</b>
<b>K1.2</b> Explains the importance of an organisational culture, what it is influenced and informed by, and its responsibility to equality, diversity and inclusion.		<b>K1.2 S5.1</b> Analyses how culture can affect individuals in different ways and how different cultures can impact on team working and strategy.
<b>B3.1 K5.1 S1.1 S5.1</b> Describe how an organisational strategy is arrived at, and how both the strategy and culture are cascaded through an organisation, how they remain flexible in delivering it and how targets are achieved, and outcomes monitored.		<b>K5.1 B3.1</b> Explains the impact their communication of operational plans has had on the deliverable actions for their team, and the steps they then took to mitigate any adverse effects arising from this communication.



Problem Solving		
Knowledge, Skills and Behaviour Criteria	Delivery Guidance Content	Assessment Method
<b>Knowledge</b>		Presentation with questions and answers
<b>K3.1</b> Understand approaches to customer and stakeholder relationship management, including emotional intelligence and managing conflict.	<p>Requirements: Internal and external stakeholder and customer identification.</p> <p>Approaches must include: Emotional intelligence and conflict management.</p> <p>Emotional Intelligence (Goleman): emotional awareness, ability to harness emotions and how to apply them to tasks, ability to manage emotions of self and others.</p> <p>Conflict management: Thomas-Kilmann Conflict Mode Instrument.</p>	
<b>K5.2</b> Know how to implement operational/ team plans and manage resources and approaches to managing change within the team.	<p>Implementation could include: work plans, project plans, timetables, meetings, objective setting (SMART).</p> <p>Apprentices will need to understand:</p> <ul style="list-style-type: none"> <li>• How operational/team plans are implemented.</li> <li>• Resources could include: money, personnel, equipment, time, facilities, vehicles, ICT.</li> <li>• How resources are managed in relation to achieving organisational plans.</li> </ul>	
<b>K10.1</b> Understand problem solving and decision making techniques.	<p>Problem solving tools: SWOT, PEST analysis</p> <p>Problem Solving techniques: Plan Do Check Act (PDCA), Fishbone diagram.</p> <p>Decision making techniques: Decision matrix analysis, Decision Tree.</p>	
<b>Skills</b>		
<b>S5.2</b> Able to adapt to change, identifying challenges and solutions.	<p>Apprentices will need to:</p> <ul style="list-style-type: none"> <li>• Adapt to change while finding solutions to challenges they encounter.</li> </ul>	

Skills		
<b>S10.1</b> Use of effective problem solving techniques to make decisions relating to delivery using information from the team and others, and able to escalate issues when required.	Problem solving tools: SWOT, PEST analysis  Problem Solving techniques: Plan Do Check Act (PDCA), Fishbone diagram.  Evidence examples could include a report on how a problem was solved and other work products.	
Behaviours		
<b>B1.2</b> Demonstrates resilience and accountability.		
<b>B1.3</b> Determination when managing difficult situations.		
<b>B3.2</b> Is creative, innovative and enterprising when seeking solutions to business needs.		
<b>B3.3</b> Positive and adaptable, responds well to feedback and need for change.		
Pass Descriptors	Distinction Descriptors	
<b>K10.1 S5.2 S10.1 B1.2</b> Applies problem solving and decision making techniques. Explains how they take a positive and adaptative approach to change within their organisation, describing when they have shown accountability for personal and team objectives and resilience in challenging situations and an ability to adapt both their approach and that of their team, to operational change and challenges within their organisation, escalating issues when required.	<b>K3.1 S5.2 B3.2 B3.3</b> Analyses the successes and learning points from a period of change their organisation has experienced and describes how the team leader’s role enables their team to clearly understand success criteria.	
<b>K5.2 B3.3</b> Presents strategies to implement operational and/or team plans and manage resources. Identifies challenges and responds to feedback from their team and others to positively and proactively make business and delivery decisions, adapting plans and managing change to identify solutions.		
<b>K3.1 B1.3</b> Explains approaches taken to manage stakeholder and customer relationships which makes reference to emotional intelligence and conflict management techniques.		
<b>B3.2</b> Describes how they work creatively, innovatively and are enterprising when seeking solutions to business needs.		

Data Analysis		
Knowledge, Skills and Behaviour Criteria	Delivery Guidance Content	Assessment Method
Knowledge		Presentation with questions and answers
K5.3 Ability to organise, prioritise and allocate work, and effectively use resources.	Apprentices will need to:  Organise work requirements and resources required, prioritise tasks to be completed and allocate work to others, ensuring operational goals are achieved.  Evidence examples could include team meetings, project meetings, management meetings and other work products.	
K10.2 Understand how to analyse data to support decision making.	Data analysis: validating data, interpreting data, data cleaning.	
Skills		
S5.4 Able to collate and analyse data and create reports.	Data could include: sales data, sales forecast, customer surveys, customer satisfaction feedback, budgets	
Pass Descriptors		Distinction Descriptors
K5.3 K10.2 S5.4 Use data, including collection, management and analysis, to create reports which support their decision making.		K.5.3 K10.2 S5.4 Evaluates how their analysis and management of either qualitative or quantitative data or different technologies has led, or will lead, to improved quality, efficiency or productivity within their organisation.

Building a high performance team		
Knowledge, Skills and Behaviour Criteria	Delivery Guidance Content	Assessment Method
<b>Knowledge</b>		Professional Discussion underpinned by Portfolio of Evidence
<b>K2.1</b> Understand people and team management models, including team dynamics and motivation techniques.	<p>People/Team management model: McGregor's XY Theory. Team dynamics: Tuckman's Team Development model.</p> <ul style="list-style-type: none"> <li>• Know different management models and team dynamic models.</li> <li>• Know the benefits and drawbacks of different models.</li> <li>• Know the suitability of different models.</li> </ul> <p>Suitability could include: type of work, resources, team dynamic, time, organisational culture/environment.</p> <p>Motivation techniques: Maslow's Hierarchy of Needs, Herzberg's Two Factor theory, McGregor's XY Theory.</p> <p>Apprentices will need to:</p> <ul style="list-style-type: none"> <li>• Know different motivation techniques.</li> <li>• Know the benefits and drawbacks of different techniques.</li> <li>• Know the suitability of different models.</li> </ul>	
<b>K8.2</b> Understand learning styles, feedback mechanisms and how to use emotional intelligence.	<p>Learning styles: Honey and Mumford, VARK.</p> <p>Apprentices will need to know:</p> <ul style="list-style-type: none"> <li>• Different learning styles.</li> <li>• How different learning styles can be used.</li> </ul> <p>Feedback: formal and informal, verbal and written.</p> <p>Emotional intelligence (Goleman): emotional awareness, ability to harness emotions and apply them to tasks, ability to manage emotions of self and others.</p> <ul style="list-style-type: none"> <li>• What emotional intelligence is.</li> <li>• How to use emotional intelligence.</li> </ul>	

Skills	
<b>S2.1</b> Able to build a high-performing team by supporting and developing individuals, and motivating them to achieve.	<p>Evidence examples could include appraisals, performance management meetings, team meetings, training sessions and witness.</p> <p>Testimonies. Evidence should include supporting both teams and individuals.</p> <p>Evidence examples could include Personal Development Plans, performance management meetings, team meetings, project meetings and witness testimonies</p>
<b>S2.2</b> Able to set operational and personal goals and objectives and monitor progress, providing clear guidance and feedback.	Evidence examples could include Personal Development Plans, performance management meetings, team meetings, project meetings and witness testimonies.
<b>S3.1</b> Building trust with and across the team, using effective negotiation and influencing skills, and managing any conflicts.	<p>Relationship building techniques must include: negotiation and influencing skills.</p> <p>Evidence examples could include team meetings, project meetings and witness testimony. Evidence must include both teams and individuals.</p>
<b>S3.2</b> Able to input to discussions and provide feedback (to team and more widely), and identify and share good practice across teams.	<p>Apprentices will need to:</p> <p>Provide feedback to team members and others.</p> <p>Evidence examples could include team meetings, project meetings, appraisals, one-to-one’s and other work products.</p>
<b>S4.2</b> Use of active listening and provision of constructive feedback.	Evidence examples could include team meetings, project meetings, appraisals, one-to-one’s, management meetings, client/customer meetings and other work products.
Behaviours	
<b>B2.1</b> Open, approachable, authentic, and able to build trust with others.	
<b>B4.1</b> Sets an example, and is fair, consistent and impartial.	

Pass Descriptors	Distinction Descriptors
<b>K2.1, K8.2, S2.1, S2.2, B4.1</b> Describes how they developed a high performing and motivated team by setting a fair, consistent and impartial example; setting, monitoring and supporting operational and personal objectives; building trust and using their understanding of team dynamics, management models, emotional intelligence, active listening and learning styles; and leading by example.	<b>K2.1 S2.1</b> Evaluates motivational practices and their benefits and drawbacks (e.g. recognition, reward, enrichment, consultation) and deploys them in their approach to team building.
<b>S3.2 S4.2 B2.1</b> Describes, with examples, when they have shared good practice with, and provided direction and constructive feedback to, their team (and more widely), including how they actively listened and were fair, consistent and impartial in their approach.	<b>S4.2</b> Evaluates the principles of active listening and their benefits and deploys them appropriately in their approach to team management.
<b>S3.1</b> Explains how they have built trust within and across the team, managed conflict and demonstrated effective influencing and negotiation skills.	

## Project Management

Knowledge, Skills and Behaviour Criteria	Delivery Guidance Content	Assessment Method
Knowledge		Professional Discussion underpinned by Portfolio of Evidence
K6.1 Understand the project life cycle and roles.	Project lifecycle: initiating, planning, communicating, implementing, monitoring, closing, evaluating.  Roles: manager, team member, administrator, stakeholders, sponsors, end users.	
K6.2 Know how to deliver a project including: managing resources, identifying risks and issues, using relevant project management tools.	Apprentices will need to know:  • How to manage resources. • How to identify risks and issues. • How to use project management tools.  Project management tools could include: Gantt charts, PERT charts, work breakdown structure (WBS), project meetings.	
Skills		
S6.1 Able to organise, manage resources and risk, and monitor progress to deliver against the project plan.	Apprentices will need to:  • Organise a project. • Manage resources associated with a project. • Manage risks associated with a project.  Evidence examples could include project documentation, project meetings, communication plan, risk logs, team meetings and other work products.	
S6.2 Ability to use relevant project management tools and take corrective action to ensure successful project delivery.	Project management tools could include: Gantt charts, PERT charts, work breakdown structure (WBS), project meetings.  Evidence examples could include project documentation, project meetings, communication plan, risk logs, team meetings and other work products.	
Pass Descriptors		Distinction Descriptors
K6.1 K6.2 S6.1 Explains the project lifecycle and how they have employed relevant project management tools to deliver a project against targets, taking effective actions to monitor and manage resources, risks and budget.	S6.2 Evaluates how they have adapted known project management tools and approaches to suit the needs of their organisation.	
S6.2 Monitors performance and takes appropriate and timely corrective action as required to support a successful project outcome.		



### Organisation and Governance

Knowledge, Skills and Behaviour Criteria	Delivery Guidance Content	Assessment Method
<b>Knowledge</b>  <b>K2.2</b> Understand HR systems and legal requirements, and performance management techniques including setting goals and objectives, conducting appraisals, reviewing performance, absence management, providing constructive feedback, and recognising achievement and good behaviour.	<p>Policies and procedures could include: absence and sickness, working hours, disciplinary and grievance management, job descriptions, CPD, benefits, harassment and bullying, recruitment and promotions.</p> <p>Legal requirements: employment law, living wage, pensions, statutory sick pay, maternity/paternity leave, pay.</p> <p>Apprentices need to cover:</p> <ul style="list-style-type: none"> <li>• setting goals and objectives</li> <li>• reviewing performance</li> <li>• team member performance</li> <li>• absence management</li> <li>• providing constructive feedback</li> <li>• recognition of work and behaviour</li> </ul> <p>Setting goals and objectives: SMART goals and how they are used to manage performance, definition of goals and objectives.</p> <p>Reviewing performance: processes governing appraisals, including preparation techniques, authenticating performance information, measuring performance, setting key performance indicators, conducting appraisals.</p> <p>Team member performance: monitoring of activities/achievements, feedback mechanisms.</p> <p>Absence management: expectations for notification of absence, returning from absence, displacing objectives while absent.</p> <p>Providing constructive feedback: steps in providing feedback, how to ensure developmental feedback is provided constructively.</p> <p>Processes of appraisals could include: Seek feedback, review and validate information, collate information, private environment, provide feedback, justify opinions, seek thoughts from appraisee, document appraisal, follow-up appraisal actions.</p>	Professional Discussion underpinned by Portfolio of Evidence

Knowledge		
<b>K7.1</b> Understand organisational governance and compliance, and how to deliver Value for Money.	Value for money: negotiation, discount, bulk buying, alternative suppliers, rewards, added services and benefits, efficiency, savings, Return On Investment.	
<b>K7.2</b> Know how to monitor budgets to ensure efficiencies and that costs do not overrun.	Budgets: planning and monitoring approaches, review mechanisms, accountabilities, variance management.  Monitoring methods: comparisons (typical, actual and historical), use of IT, spreadsheets, reports.	
Skills		
<b>S7.1</b> Applying organisational governance and compliance requirements to ensure effective budget controls.	Apprentices will need to:  Manage a budget in line with organisational requirements.  Evidence examples could include accounts, project plans, spread sheets, financial calculation sheets, team meetings, project meetings, budgets and other work products.	
Behaviours		
<b>B4.3</b> Operates within organisational values.		
Pass Descriptors	Distinction Descriptors	
<b>K2.2 K7.1 K7.2 S7.1</b> Explains their application of organisational governance, compliance and performance management techniques to deliver value for money and monitor budgets to ensure costs do not overrun.	<b>K2.2 S7.1 B4.3</b> Evaluates the importance of organisational governance and compliance from a corporate, legal and budgetary standpoint, and describes how appropriate governance and HR practices can positively impact their team and the wider organisation.	
<b>B4.3</b> Describe how they operate within their organisation's values.		

Managing Self		
Knowledge, Skills and Behaviour Criteria	Delivery Guidance Content	Assessment Method
Knowledge		
K8.1 Know how to be self-aware and understand unconscious bias and inclusivity.	Apprentices will need to cover self-awareness, unconscious bias and inclusivity.  <ul style="list-style-type: none"><li>• Self-awareness: Emotions, feelings, your values, your motivations, feedback.</li><li>• Unconscious bias: Includes background, cultural environment and personal experiences.</li><li>• Inclusivity: Includes gender, race, class, sexuality and disability.</li></ul>	
K9.1 Understand time management techniques and tools, and how to prioritise activities and approaches to planning.	Tools and Techniques: ‘To do’ lists, activity logs, diary management, electronic tools.  Methods: Eisenhower’s Urgent/important matrix, deadline review, consequence review, workload reviews.	
Skills		
S8.1 Able to reflect on own performance, seek feedback, understand why things happen, and make timely changes by applying learning from feedback received.	Evidence examples could include Personal Development Plan, appraisals, coaching records, team meetings, 360 feedback and other work products.	
S9.1 Able to create an effective personal development plan, and use time management techniques to manage workload and pressure.	Evidence examples must include a Personal Development Plan and could include evidence of appraisal meetings and performance reviews.	
Behaviours		
B2.2 Seeks views of others.		
B4.2 Open and honest.		
Pass Descriptors	Distinction Descriptors	
K8.1 Explains what the implications of unconscious bias are, and the approaches they take to promote inclusivity within their workplace.	Describes how they have used known management tools and theories to improve to their performance based upon feedback received.	
K9.1 S8.1 S9.1 B2.2 B4.2 Describes how they are open and honest in their approach to planning, time management and managing themselves and others, and how they reflect upon, seek and apply feedback on their own performance when creating their personal development plan, and managing their work and performance.		

## Assessment Overview

The individual assessment methods will have the following grades:

**Assessment method 1: Presentation with questions and answers**

- Distinction
- Pass
- Fail

**Assessment method 2: Professional discussion underpinned by a portfolio of evidence**

- Distinction
- Pass
- Fail

**Performance in the EPA will determine the overall apprenticeship standard grade of:**

- Distinction
- Pass
- Fail

## Grading

All assessment methods must be passed for the end point assessment to be passed overall.

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

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

Grades from individual assessment methods will be combined in the following way to determine the grade of the end point assessment as a whole:

<b>Assessment method 1: Presentation with questions and answers</b>	<b>Assessment method 2: Professional Discussion underpinned by a portfolio of evidence</b>	<b>Overall Grade</b>
Distinction	Distinction	Distinction
Distinction	Pass	Pass
Distinction	Fail	Fail
Pass	Distinction	Pass
Pass	Pass	Pass
Pass	Fail	Fail
Fail	Distinction	Fail
Fail	Pass	Fail

## Re-Assessment

Apprentices who fail one or more assessment methods will be offered the opportunity to take a re-sit or a re-take. A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for the re-sit or a re-take. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

An apprentice who fails an assessment method, and therefore the end point assessment in the first instance, will be required to re-sit or re-take any failed assessment method only.

Any assessment method re-sit or re-take must be taken within 3 months of the fail notification, otherwise the entire end point assessment must be taken again, unless in the opinion of exceptional circumstances apply outside the control of the apprentice or their employer.

Re-sits and re-takes are not offered to apprentices wishing to move from pass to distinction.

Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum end point assessment grade of pass, unless Innovate Awarding determines there are exceptional circumstances requiring a re-sit or re-take.

For a list of the re-sit costs, please see the Innovate Awarding website. It is the responsibility of the employer and training provider to ensure that apprentices are ready to pass the End-point Assessments and Innovate Awarding will provide support materials to help prepare apprentices for their assessments.

## Results, Certifications, Appeals

For information on grading, certification and appeals, please visit:

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

## Internal Quality Assurance

Internal quality assurance is conducted by Innovate Awarding. All assessments completed by an apprentice are subject to Innovate Awarding's Internal Quality Assurance Process.

## External Quality Assurance

The external quality assurance organisation for the **Level 3 Team Leader or Supervisor** is **Institute for Apprenticeships and Technical Education**. Institute for Apprenticeships and Technical Education may require access to an apprentice's assessments and may need to speak to the apprentice directly. Innovate Awarding have a responsibility to accommodate any reasonable request made by the external quality assurance organisation.

## Further Information

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

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