



**Davidson Training UK Ltd**  
Training for Growing Businesses

# **TEAM LEADER/SUPERVISOR APPRENTICESHIP STANDARD LEVEL 3 (1.3)**

**HANDBOOK Version May 2021**

## **HANDBOOK**

This Handbook has been produced for learners and employers for the Team Leader/Supervisor Apprenticeship Standard Level 3

Davidson Training UK Limited

## Team Leader/Supervisor Apprenticeship Standard Level 3

### Qualification aim

A team leader/supervisor is a first-line management role, with operational/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. In the private, public or third sector and in all sizes of organisation, specific responsibilities will vary, but the knowledge, skills and behaviours needed by employees 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. Roles/occupations may include supervisor, team leader, project officer, shift supervisor, foreperson and shift manager.

On completion, apprentices may choose to register as associate members with the Chartered Management Institute or the Institute of Leadership & Management.

This apprentice handbook describes your 'learner journey' through the programme and provides everything you need to know about the programme and any associated qualifications. Please make sure that you keep a copy of this handy for reference throughout the course.

The assessment approach is critical, being robust, challenging and testing, and will ensure that apprentices meet the skills, knowledge and behaviour outcomes as defined in the Standard.

The approach has been designed to be:

- Appropriate, relevant and feasible in a wide range of contexts
- Consistent across these contexts
- Affordable and manageable based on the number of potential learners.

### Benefits

- You will develop a range of essential management skills applied and refined in a real working environment.
- You will build the leadership capability to motivate teams and influence with confidence.
- You will gain a broad understanding of key management and leadership theory to underpin and support growth and performance.
- Targeted learning and development are delivered in alignment with the latest apprenticeship standards – ensuring all learning is relevant, with no gaps in knowledge.
- It will maximise confidence and readiness for End Point Assessment.

### Results for learners

- Learners gain a range of key management skills
- Put new skills into practice in own role
- Build leadership capabilities
- Motivate and engage teams, manage relationships confidently
- Develop leadership skills using own knowledge, values and motivation

### Impact for employers

- Effective and confident first-line managers
- Better relationships and communication in teams
- Measurable results: workplace-based assessment ensures new skills are effectively transferred to employer's business

***Entry requirements***

There are no entry requirements for this qualification however you must be in a position to meet the assessment demands of the qualification, which are work- based and reflective in nature. As this qualification is work-based, learners must be employed in an appropriate role.

***Age restrictions***

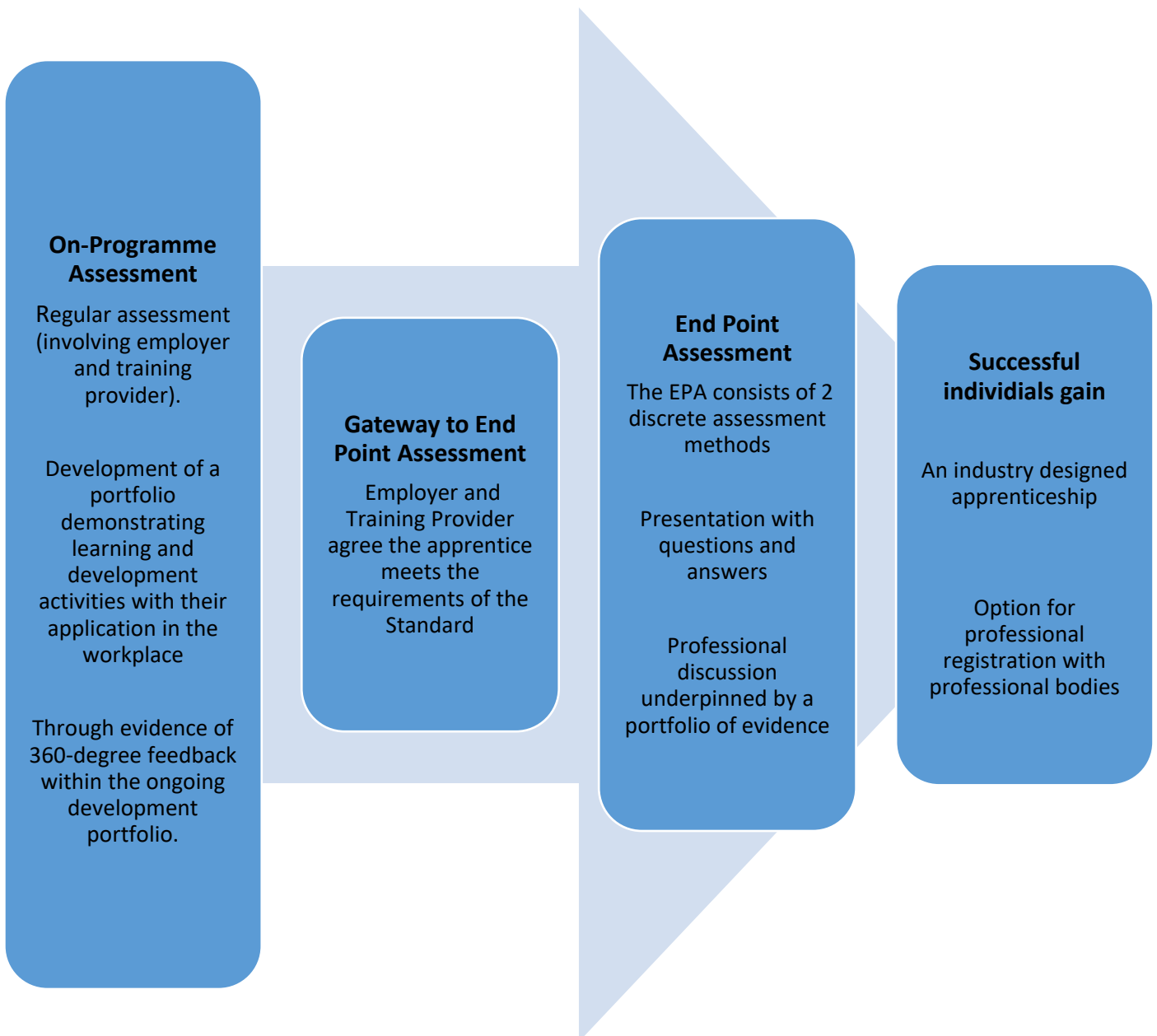
We registrations for learners under 16 as this qualification is not approved for under 16s.

***Duration***

The apprenticeship will take a minimum of 13-15 months to complete

**There are no mandatory qualifications for apprentices for this standard**

## The Assessment Model



## **On-programme Assessment**

This is typically a 12- 15-month apprenticeship with an integrated approach to the assessment of knowledge, skills and behaviours.

The On-Programme Assessment approach will be agreed between the training provider and employer. The assessment will give an ongoing indication of performance against the final outcomes defined in the standard.

The programme will cover the breadth and depth of the standard using suggested on-programme assessment methods that integrate the knowledge, skills and behaviour components, and which ensure that the apprentice is sufficiently prepared to undertake the work based project and move to End Point Assessment.

### ***On-programme assessment includes:***

- Regular performance reviews undertaken by the employer.
- Development of a portfolio of evidence including reports, assignments, evidence of tasks undertaken, demonstrations, presentations.
- Observation recorded by the Davidson Training\*
- Ongoing professional discussions between apprentice and Davidson Training relating to projects and assignments (recorded by Davidson Training) \*
- Undertaking a work-based project typically during the last 6 months of the apprenticeship.
- Feedback from line manager, direct reports and peers including 360-degree feedback approaches\*

\*It is recommended that wherever possible the evidence collected makes use of video or audio technologies.

The portfolio of evidence will demonstrate the skills and behaviours learned and applied. Assessment will monitor ongoing performance of the apprentice, and Davidson Training and the employer must support the apprentice and provide guidance as required.

The programme and assessments will be clearly mapped to Standard by Davidson Training to show how the outcomes will be met.

Apprentices without level 2 English and Maths will need to be assessed at this level prior to taking the end-point assessment. It is also recommended that the apprentice is supported to become digitally literate where this is important to their role.

## **Assessment Gateway**

The line manager (employer) will make the decision as to when the apprentice is ready, based on the apprentice consistently working at, or above, the level of the occupational standard and being competent and performing in their role. This decision will be supported by input from Davidson Training.

## **End-point assessment – What is this?**

End-point assessment is a new way of assuring quality in the apprenticeship system. It replaces the existing model of continuous assessment resulting in qualifications.

The decision on readiness to progress to the End Point Assessment will be taken by the line manager and apprentice with input from the Training Provider.

The End Point Assessment (EPA) consists of three elements, all of which may be completed online. All assessment methods need to be passed. Each assessment method should directly assess the knowledge, skills and behaviours of the Standard. The assessor has the final decision.

## Team Leader/Supervisor Apprenticeship Standard Level 3

<b>Team Building and Development</b>	
<b>Leading People Knowledge</b>	<b>Leading People Skills</b>
Understand different leadership styles and the benefits of coaching to support people and improve performance. Understand organisational cultures, equality, diversity and inclusion.	Able to communicate organisation strategy and team purpose and adapt style to suit the audience. Support the development of the team and people through coaching, role modelling values and behaviours, and managing change effectively.
<b>Presentation with Q&amp;A</b>	
<b>Pass Criteria</b>	<b>Distinction Criteria</b>
<p><b>TB1</b> Explain how they use knowledge of <b>leadership styles</b> 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.</p> <p><b>TB2</b> Demonstrate how they support the development of the team and manage <b>change</b> to deliver organisational objectives, through coaching and role modelling</p> <p><b>TB3</b> Demonstrate how they support the development of the team and manage <b>change</b> to deliver organisational objectives, through the use of resources and prioritising work allocation</p> <p><b>TB4</b> Adapt their approach, where required, to accommodate the specific needs of individual team members</p>	<p><b>TB5</b> Analyse the effectiveness of appropriate academic theories and models and incorporates them appropriately in their approach to leadership and team building</p>
<b>Amplification and guidance</b>	
<p><b>Leadership styles:</b></p> <ul style="list-style-type: none"> <li>• the ways in which a team leader or supervisor can provide guidance, direction and motivation to their staff and teams. Leadership styles could include democratic leadership, autocratic leadership, laissez-faire leadership (Lewin).</li> <li>• other leadership styles that might be mentioned are emotional leadership styles, e.g., visionary, coaching, affiliate, pacesetting and commanding.</li> </ul> <p><b>Change:</b></p> <ul style="list-style-type: none"> <li>• consider organisational change - culture, needs and drivers</li> <li>• team changes - employees, job roles and structure</li> <li>• potential external influences for change – regulatory, political, legislative, social change, consumer behaviour and competitor analysis</li> <li>• resistance to change</li> <li>• identifying and overcoming barriers to change</li> <li>• Kotter’s 8-stage change model</li> </ul>	

## Building a High-Performance Team

Managing People Knowledge	Managing People Skills
Understand people and team management models, including team dynamics and motivation techniques. 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.	Able to build a high-performing team by supporting and developing individuals and motivating them to achieve. Able to set operational and personal goals and objectives and monitor progress, providing clear guidance and feedback.
Building Relationships Knowledge	Building Relationships Skills
Understand approaches to customer and stakeholder relationship management, including emotional intelligence and managing conflict. Know how to facilitate cross-team working to support the delivery of organisational objectives	Building trust with and across the team, using effective negotiation and influencing skills, and managing any conflicts. Able to input to discussions and provide feedback (to team and more widely) and identify and share good practice across teams. Building relationships with customers and managing these effectively.
Inclusive Behaviour	
Open, approachable, authentic, and able to build trust with others. Seeks views of others.	
Professionalism Behaviour	
Sets an example, and is fair, consistent and impartial. Open and honest. Operates within organisational values.	
Presentation with Q&A	
Pass Criteria	Distinction Criteria
<p><b>BH1</b> Describe how they developed a high performing and <b>motivated</b> team by setting a fair, consistent and impartial example and leading by example</p> <p><b>BH2</b> Describe how they developed a <b>high performing</b> and motivated team by setting, monitoring and supporting operational and personal objectives</p> <p><b>BH3</b> Describe how they developed a high performing and motivated team by building trust and using their understanding of team dynamics, management models, <b>emotional intelligence</b>, active listening and learning styles</p> <p><b>BH4</b> Describe, with examples, when they have shared good practice with, and provided <b>direction</b> and constructive <b>feedback</b> to, their team (and more widely) including how they <b>actively listened</b> and were fair, consistent and impartial in their approach</p> <p><b>BH5</b> Explain how they have built trust within and across the team, managed <b>conflict</b> and demonstrated effective influencing and negotiation skills</p>	<p><b>BH6</b> Evaluate motivational practices and their benefits and drawbacks (e.g., recognition, reward, enrichment, consultation) and deploy them in their approach to team building</p> <p><b>BH7</b> Evaluate the principles of active listening and their benefits and deploy them appropriately in their approach to team management</p>
Amplification and guidance	
<p><b>High performing:</b></p> <ul style="list-style-type: none"> <li>• can include setting team objectives, goals and priorities, reviewing team performance and managing decision-making processes.</li> <li>• also includes setting individual goals, CPD, career aspirations, succession planning and managing poor performance effectively</li> <li>• consider models of team management such as Frederick Taylor’s scientific management theory, Tuckman’s team development theory, as well as awareness of employee (team) satisfaction</li> </ul>	

- including setting goals and objectives, measuring performance (e.g., benchmarking against KPIs), reviewing performance, conducting appraisals, absence management, providing constructive feedback, and recognising achievement and good behaviour, as well as handling below performance work. Monitor individuals' progress through appraisal, one to ones, monitoring key performance indicators, performance management, etc.

**Motivation techniques:**

- benefits of having a motivated workforce
- this can include setting goals and SMART objectives, offering CPD opportunities, providing staff incentives and recognising individual and team achievements.
- models include Maslow's hierarchy of needs, Herzberg's hygiene factors, McGregor's theory X and theory Y, Vroom's Expectancy Theory

**Emotional intelligence (sometimes known as E.Q.):**

- the capacity to be aware of, control, and express one's own emotions.
- the ability to show empathy and build rapport with your team, and in doing so, being a more effective manager.
- being aware of what you say, do and do not do, as well as, recognising how this could be perceived by others. It is also recognising and reacting appropriately to the feelings and emotions of others.

**Feedback:**

- this includes feedback to the team, wider business, customers, stakeholders and one's line manager. Whether it is about a product, promotion, etc. or something that they have personally undertaken.

**Active listening:**

- listening to what a person is saying to allow you to build a whole picture of what it is that they are trying to communicate. Full attention should be given, therefore maintaining good eye contact and nodding your head to make the person feel at ease can be important.
- do not interrupt or simply wait to speak next, your focus should be on truly understanding the point and the overall substance that the speaker is communicating.

**Conflict:**

- this could include conflicts and disagreements between individual team members, or between the team/team members and the wider business, leadership, customers, stakeholders, suppliers or regulators.



## Communication

Communication Knowledge	Communication Skills
Understand different forms of communication and their application. Know how to chair meetings, hold challenging conversations, provide constructive feedback and understand how to raise concerns.	Able to communicate effectively (verbal, written, digital), chair meetings and present to team and management. Use of active listening and provision of constructive feedback
Presentation with Q&A	
Pass Criteria	Distinction Criteria
<p><b>C1</b> Select appropriate <b>communication manner and medium</b> to and manage an effective relationship with customers and adapt their communication approach to suit their audience.</p> <p><b>C2</b> Describe, with examples, how they have chaired meetings and facilitated the contributions of others</p> <p><b>C3</b> Describe, with examples, how they have presented to the team/management</p> <p><b>C4</b> Explain how to approach <b>challenging conversations</b> and how to raise concerns</p> <p><b>C5</b> Explain how to provide <b>constructive feedback</b></p>	<p><b>C6</b> Evaluate 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)</p> <p><b>C7</b> Regulate the flow of conversations in the meetings they lead and compensate for both dominant and quiet voices to be heard equally</p>
Amplification and guidance	
<p><b>Communication medium</b>, for example:</p> <ul style="list-style-type: none"> <li>• verbal o written o digital forms e.g., video conference</li> <li>• presentation #</li> <li>• email</li> <li>• noticeboard</li> <li>• internal memos o team meetings/briefs</li> <li>• one to one meetings</li> </ul> <p><b>Communication manner:</b></p> <ul style="list-style-type: none"> <li>• can include different methods of written and verbal communication, e.g., being assertive, body language, tone.</li> <li>• have an understanding of nonverbal communications and its implications</li> </ul> <p><b>Challenging conversations:</b></p> <ul style="list-style-type: none"> <li>• unhappy customers</li> <li>• disciplining staff</li> <li>• addressing sensitive issues</li> </ul> <p><b>Constructive feedback:</b></p> <ul style="list-style-type: none"> <li>• Constructive feedback involves providing feedback to individuals, teams or wider business to let them know what is going well and recognising some areas for improvement. It may also involve providing options for how improvements could be made.</li> <li>• Constructive feedback should not be emotional or personal but direct and to the point.</li> </ul>	

## Organisational Culture and Strategy

Operational Management Knowledge	Operational Management Skills
Understand how organisational strategy is developed. Know how to implement operational/team plans and manage resources and approaches to managing change within the team. Understand data management, and the use of different technologies in business	Able to communicate organisational strategy and deliver against operational plans, translating goals into deliverable actions for the team, and monitoring outcomes. Able to adapt to change, identifying challenges and solutions. Ability to organise, prioritise and allocate work, and effectively use resources. Able to collate and analyse data, and create reports
Presentation with Q&A	
Pass Criteria	Distinction Criteria
<p><b>OC1</b> Explain the importance of an organisational <b>culture</b>, what it is influenced and informed by, and its responsibility to equality, diversity and inclusion</p> <p><b>OC2</b> Describe how an <b>organisational strategy</b> is arrived at</p> <p><b>OC3</b> Describe how both the strategy and culture are cascaded through an organisation</p> <p><b>OC4</b> Describe how they remain flexible in delivering the organisation's strategy</p> <p><b>OC5</b> Describe how <b>targets</b> are achieved and outcomes monitored</p>	<p><b>OC6</b> Analyse how culture can affect individuals in different ways and how different cultures can impact on team working and strategy.</p> <p><b>OC7</b> Explain 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</p>
Amplification and guidance	
<p><b>Organisation strategy:</b></p> <ul style="list-style-type: none"> <li>this sets out the actions a company plans to take to achieve their long-term goals</li> </ul> <p><b>Organisation culture:</b></p> <ul style="list-style-type: none"> <li>different ways to categorise types of culture e.g., Charles Handy: power culture, role culture, task culture, person culture; or Kim Cameron and Robert Quinn: clan culture, adhocracy culture, market culture, hierarchy culture</li> <li>influences on organisational culture and the relationship between culture and organisational values.</li> </ul> <p><b>Targets</b></p> <ul style="list-style-type: none"> <li>Should be SMART</li> <li>Should be clear when a target has been achieved or not achieved, i.e., measurable o</li> <li>How KPIs assist with the monitoring of targets</li> </ul>	

## Data Analysis

Presentation with Q&A	
Pass Criteria	Distinction Criteria
<b>DA1</b> Use data, including collection, management and analysis, to create reports which support their decision making	<b>DA2</b> Evaluate 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.
Amplification and guidance	
<p><b>Data management:</b></p> <ul style="list-style-type: none"> <li>difference between data and information</li> <li>data protection and GDPR requirements</li> <li>view data from all relevant reports, incl KPI's and form an overall opinion/action plan from diverse report</li> </ul>	

## Project management

Project Management Knowledge	Project Management Skills
Understand the project lifecycle and roles. Know how to deliver a project including: managing resources, identifying risks and issues, using relevant project management tools	Able to organise, manage resources and risk, and monitor progress to deliver against the project plan. Ability to use relevant project management tools, and take corrective action to ensure successful project delivery
Professional Discussion	
Pass Criteria	Distinction Criteria
<p><b>PM1</b> Explain the <b>project lifecycle</b> and how they have employed relevant <b>project management tools</b> to deliver a project against targets</p> <p><b>PM2</b> Explain how they have taken effective actions to monitor and manage <b>resources, risks</b> and budget to deliver a project</p> <p><b>PM3</b> Monitor performance and take appropriate and timely corrective action as required to support a successful project outcome</p>	<p><b>PM4</b> Evaluate how they have adapted known project management tools and approaches to suit the needs of their organisation</p>
Amplification and guidance	
<p><b>Project lifecycle:</b></p> <ul style="list-style-type: none"> <li>• 5-phase project management, Weiss &amp; Wysocky</li> <li>• 5-stage process, Association for Project Management</li> </ul> <p><b>Project management tools:</b></p> <ul style="list-style-type: none"> <li>• this could include Gantt charts, PERT charts, process flow charts, work break down structure, product breakdown structure and critical path analysis</li> </ul> <p><b>Risk</b></p> <ul style="list-style-type: none"> <li>• Risk analysis</li> <li>• Recording of identified risks</li> <li>• Consideration of possible arising issues and methods to control or prevent these from occurring</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• people o funding</li> <li>• equipment o facilities</li> <li>• technology-/-technological support</li> </ul>	

## Organisation Governance

Finance Knowledge	Finance Skills
Understand organisational governance and compliance, and how to deliver value for money. Know how to monitor budgets to ensure efficiencies and that costs do not overrun	Applying organisational governance and compliance requirements to ensure effective budget controls
Professional Discussion	
Pass Criteria	Distinction Criteria
<p><b>OG1</b> Explain their application of <b>organisational governance</b>, compliance and performance management techniques to deliver <b>value for money</b>, and <b>monitor budgets</b> to ensure costs do not overrun</p> <p><b>OG2</b> Describe how they operate within their organisation's values</p>	<p><b>OG3</b> Evaluate the importance of organisational governance and compliance from a corporate, <b>legal</b> and budgetary standpoint, and describe how appropriate governance and <b>HR practices</b> can positively impact their team and the wider organisation</p>
Amplification and guidance	
<p><b>Organisational governance:</b></p> <ul style="list-style-type: none"> <li>• set of policies, regulations, functions, processes, procedures and responsibilities by which a company is directed and controlled. These include checks and balances which ensure that not too much power is concentrated in the hands of one person.</li> </ul> <p><b>Value for money:</b></p> <ul style="list-style-type: none"> <li>• value for money is determined by the customer over the lifetime of the product/service and may not be the cheapest initial purchase cost</li> <li>• achieving the best mix of quality and effectiveness for the least outlay</li> </ul> <p><b>Monitor budgets:</b></p> <ul style="list-style-type: none"> <li>• review actual costs to budgets and state reasons for any overage, with an action plan to address. Likewise, for sales budgets address any shortfalls with pro-active plans</li> <li>• reviewing budgets on a regular basis</li> </ul> <p><b>HR practices:</b></p> <ul style="list-style-type: none"> <li>• HR policies and procedures relating to pay, annual leave, sickness, job descriptions, working hours, time management, disciplinary processes, CPD, promotions, interviewing and hiring new staff, and staff benefits</li> </ul> <p><b>Legal requirements:</b></p> <ul style="list-style-type: none"> <li>• can include reference to employment law, living wage, pensions, statutory sick pay, maternity leave, pay, equality and diversity.</li> <li>• policies in place that reflect legislation</li> </ul>	

## Managing Self

Awareness of Self Knowledge	Awareness of Self Skills
Know how to be self-aware and understand unconscious bias and inclusivity. Understand learning styles, feedback mechanisms and how to use emotional intelligence.	Able to reflect on own performance, seek feedback, understand why things happen, and make timely changes by applying learning from feedback received
Management of Self Knowledge	Management of Self Skills
Understand time management techniques and tools, and how to prioritise activities and approaches to planning	Able to create an effective personal development plan, and use time management techniques to manage workload and pressure

### Professional Discussion

Pass Criteria	Distinction Criteria
<p><b>MS1</b> Explain what the implications of <b>unconscious bias</b> are, and the approaches they take to promote inclusivity within their workplace</p> <p>MS2 Describe how they are open and honest in their approach to planning, <b>time management</b> and managing themselves and others</p> <p>MS3 Describe how they <b>reflect</b> upon, seek and apply feedback on their own performance when creating their <b>personal development plan</b>, and managing their work and performance</p>	<p><b>MS4</b> Describe how they have used known management tools and theories to improve their performance based upon feedback received.</p>

### Amplification and guidance

#### Unconscious bias:

- bias that we are unaware of, and which can, therefore, happen unknowingly.

#### Reflect:

- Learning styles can include Fleming and Mills - VARK – Visual, Aural, Read/Write and Kinaesthetic. Kolb – the converger, the diverger, the assimilator and the accommodator.

#### Time management techniques:

- includes planning your time each day through diary management or to-do lists, avoiding distractions, setting achievable deadlines and prioritising workload, RAG rating, and effectively delegating tasks when appropriate.
- compare and contrast the pros and cons of paper-based and electronic systems for diary and to-do lists, re. cloud-based (multi-device), ease of use, repeating events and electronic reminders etc.

#### Personal development plan

- A personal development plan should be contained within the portfolio of evidence and can be based on on-programme individual learning plans or continuous professional development plans. This should include feedback from others that has informed their development plan and subsequent actions they took to address this.

## Problem Solving

Decision Making Knowledge	Decision Making Skills
Understand problem solving and decision-making techniques, and how to analyse data to support decision making	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
Takes Responsibility Behaviour	
Drive to achieve in all aspects of work. Demonstrates resilience and accountability. Determination when managing difficult situations	
Agile Behaviour	
Flexible to the needs of the organisation. Is creative, innovative and enterprising when seeking solutions to business needs. Positive and adaptable, responds well to feedback and need for change	
Presentation with Q&A	
Pass Criteria	Distinction Criteria
<p><b>PS1</b> Apply <b>problem-solving</b> and decision-making techniques.</p> <p><b>PS2</b> Explain how they take a positive and adaptative approach to change within their organisation</p> <p><b>PS3</b> Describe when they have shown accountability for personal and team objectives</p> <p><b>PS4</b> Describe when they have shown resilience in challenging situations</p> <p><b>PS5</b> Adapt both their approach, and that of their team, to operational change and challenges within their organisation, escalating issues when required</p> <p><b>PS6</b> Present strategies to implement operational and/or team plans and manage resources.</p> <p><b>PS7</b> Identify challenges and respond to feedback from their team and others to positively and proactively make business and delivery decisions, adapting plans and managing change to identify solutions</p> <p><b>PS8</b> Explain approaches taken to manage <b>stakeholder</b> and customer relationships, which makes reference to emotional intelligence and conflict management techniques</p> <p><b>PS9</b> Describe how they work creatively, innovatively and are enterprising when seeking solutions to business needs</p>	<p><b>PS10</b> Analyse the successes and learning points from a period of change their organisation has experienced and describe how the team leader's role enables their team to clearly understand success criteria.</p>
Amplification and guidance	
<p><b>Problem-solving techniques:</b></p> <ul style="list-style-type: none"> <li>• Can include brainstorming, fishbone diagram, SWOT analysis and PESTLE analysis</li> </ul> <p><b>Stakeholder:</b></p> <ul style="list-style-type: none"> <li>• a stakeholder can be a person or a company/organisation who have an interest in your business or business activity. These may be internal or external to the business.</li> <li>• stakeholder mapping and analysis of interest/power in a project</li> </ul>	

## **Team Leader/Supervisor Apprenticeship Standard End Point Assessment consists of:**

**The end-point assessment for Team Leader/Supervisor is made up of 2 components.**

1. 20-minute presentation with 30 minutes of questions and answers
2. 1- hour professional discussion underpinned by a portfolio of evidence.

### **Presentation with questions and answers**

- To achieve a pass, apprentices will need to achieve all of the pass criteria.
- To achieve a Distinction, apprentices will need to achieve all of the pass criteria and all of the distinction criteria.

### **Professional discussion underpinned by portfolio of evidence**

- To achieve a pass, apprentices will need to achieve all of the pass criteria.
- To achieve a Distinction, apprentices will need to achieve all of the pass criteria and all of the distinction criteria.

### **Grading**

The apprenticeship is graded pass or distinction. Apprentices must achieve a pass in both components to achieve a pass and a distinction in both components to achieve a distinction.

## **Assessing the presentation with questions and answers**

This assessment component is made up of a 20-minute presentation followed by 30 minutes of questions and answers. A break of up to 10 minutes is permitted between the presentation and Q&A session. A discretionary additional 10% time can be allocated in any proportion across the presentation and questioning.

The presentation will allow the apprentice to demonstrate their knowledge, skills and behaviours relating to the areas assigned to this assessment method as outlined in the following pages. It will allow the independent assessor to draw these out, and to also assess performance against the distinction criteria. Questions and answers following the presentation must seek to assess areas not already evidenced through the presentation and to explore the apprentice's depth of understanding against the distinction criteria.

### **Presentation topic**

The apprentice will be given their presentation title post-gateway by the End Point Assessment Organisation.

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 their organisation
- Managing a difficult situation within their team

This list of topics may be added to over time. The presentation should provide a summary of their role as a team leader; 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 areas assigned to this assessment method, as outlined in the following pages.

Once the presentation title has been set, the apprentice has 2 weeks in which to prepare and submit a copy of their presentation. The independent assessor will review the submitted presentation materials ahead of the presentation and prepare relevant questions.

The apprentice will be informed of the date for the presentation with questions and answers, which will take place within 4 weeks of the presentation title being set.

### **Presentation format**

The presentation and questioning elements must take place on a one-to-one basis between the independent assessor and the apprentice.

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 and should present only to the independent assessor.

The apprentice will present to the independent assessor either via online video conferencing or face-to-face. If using an online platform, we will ensure appropriate measures are in place to prevent misrepresentation and ensure that the apprentice is not aided in any way.

### **Questions and answer session**

The presentation will be followed by a 30-minute question and answer session to enable discussion of the topics in greater detail and to further draw out the apprentice's ability to demonstrate how they have met the pass and distinction criteria for this assessment method.

The independent assessor will ask the apprentice a minimum of 5 questions, with one question from each of the following:

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

The purpose of these questions is to confirm the apprentice's understanding of the presentation and how they have demonstrated the relevant knowledge, skills and behaviours. Follow-up questions may also be asked by the assessor to seek further clarification. During this time, the apprentice may refer to their presentation or presentation aides when answering questions.



## Assessing the presentation with questions and answers

### Assessment Criteria

<b>Team Building and Development</b>	
<b>To pass, the following must be evidenced</b>	<b>To gain a distinction, the following must be evidenced</b>
<p><b>TB1</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.</p> <p><b>TB2</b> Demonstrate how they support the development of the team and manage change to deliver organisational objectives, through coaching and role modelling</p> <p><b>TB3</b> Demonstrate how they support the development of the team and manage change to deliver organisational objectives, through the use of resources and prioritising work allocation</p> <p><b>TB4</b> Adapt their approach, where required, to accommodate the specific needs of individual team members</p>	<p><b>TB5</b> Analyse the effectiveness of appropriate academic theories and models and incorporates them appropriately in their approach to leadership and team building.</p>

<b>Communication</b>	
<b>To pass, the following must be evidenced</b>	<b>To gain a distinction, the following must be evidenced</b>
<p><b>C1</b> Select appropriate communication manner and medium to build and manage an effective relationship with customers and adapt their communication approach to suit their audience.</p> <p><b>C2</b> Describe, with examples, how they have chaired meetings and facilitated the contributions of others</p> <p><b>C3</b> Describe, with examples, how they have presented to the team/management</p> <p><b>C4</b> Explain how to approach challenging conversations and how to raise concerns</p> <p><b>C5</b> Explain how to provide constructive feedback</p>	<p><b>C6</b> Evaluate 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)</p> <p><b>C7</b> Regulate the flow of conversations in the meetings they lead and compensate for both dominant and quiet voices to be heard equally</p>

## Organisational Culture and Strategy

To pass, the following must be evidenced	To gain a distinction, the following must be evidenced
<p><b>OC1</b> Explain the importance of an organisational culture, what it is influenced and informed by, and its responsibility to equality, diversity and inclusion</p> <p><b>OC2</b> Describe how an organisational strategy is arrived at</p> <p><b>OC3</b> Describe how both the strategy and culture are cascaded through an organisation</p> <p><b>OC4</b> Describe how they remain flexible in delivering the organisation's strategy</p> <p><b>OC5</b> Describe how targets are achieved and outcomes monitored</p>	<p><b>OC6</b> Analyse how culture can affect individuals in different ways and how different cultures can impact on team working and strategy.</p> <p><b>OC7</b> Explain 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</p>

## Problem Solving

To pass, the following must be evidenced	To gain a distinction, the following must be evidenced
<p><b>PS1</b> Apply problem solving and decision-making techniques.</p> <p><b>PS2</b> Explain how they take a positive and adaptative approach to change within their organisation</p> <p><b>PS3</b> Describe when they have shown accountability for personal and team objectives</p> <p><b>PS4</b> Describe when they have shown resilience in challenging situations</p> <p><b>PS5</b> Adapt both their approach, and that of their team, to operational change and challenges within their organisation, escalating issues when required</p> <p><b>PS6</b> Present strategies to implement operational and/or team plans and manage resources.</p> <p><b>PS7</b> Identify challenges and respond to feedback from their team and others to positively and proactively make business and delivery decisions, adapting plans and managing change to identify solutions</p> <p><b>PS8</b> Explain approaches taken to manage stakeholder and customer relationships, which makes reference to emotional intelligence and conflict management techniques</p> <p><b>PS9</b> Describe how they work creatively, innovatively and are enterprising when seeking solutions to business needs</p>	<p><b>PS10</b> Analyse the successes and learning points from a period of change their organisation has experienced, and describe how the team leader's role enables their team to clearly understand success criteria</p>

## Data Analysis

To pass, the following must be evidenced	To gain a distinction, the following must be evidenced
<b>DA1</b> Use data, including collection, management and analysis, to create reports which support their decision making	<b>DA2</b> Evaluate 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

## **Assessing the professional discussion underpinned by portfolio of evidence**

The professional discussion underpinned by portfolio of evidence will last 1 hour, plus 10% at the assessor's discretion.

The professional discussion will be appropriately structured to draw out the best of the apprentice's competence and excellence and cover the areas assigned to this assessment method as shown in the following pages.

The apprentice may use their portfolio to support their responses, however, the portfolio itself will not be formally assessed. The independent assessor will have access to the portfolio in advance of the professional discussion to review its contents and prepare the questions to be asked.

Independent assessors will select 6 competency-based questions to prompt discussions.

Independent assessors may ask further questions for clarification purposes and to allow the apprentice the opportunity to cover the areas mapped to this assessment method. These questions will also be open and will not lead the apprentice.

Apprentices should be encouraged to use the STAR method when answering competency-based questions.

- Situation – what was the situation?
- Task – what task needed to be completed?
- Action – what did you do, how did you do it and why?
- Result – what was the output or outcome, and what did you learn from the situation?

## Professional Discussion Criteria

Apprentices should prepare for the professional discussion by reflecting on the work they have undertaken during the apprenticeship and considering the best examples to meet the criteria.

<b>Building a High-Performance Team</b>	
To pass, the following must be evidenced	To gain a distinction, the following must be evidenced
<p><b>BH1</b> Describe how they developed a high performing and motivated team by setting a fair, consistent and impartial example and leading by example</p> <p><b>BH2</b> Describe how they developed a high performing and motivated team by setting, monitoring and supporting operational and personal objectives</p> <p><b>BH3</b> Describe how they developed a high performing and motivated team by building trust and using their understanding of team dynamics, management models, emotional intelligence, active listening and learning styles</p> <p><b>BH4</b> Describe, 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</p> <p><b>BH5</b> Explain how they have built trust within and across the team, managed conflict and demonstrated effective influencing and negotiation skills</p>	<p><b>BH6</b> Evaluate motivational practices and their benefits and drawbacks (e.g., recognition, reward, enrichment, consultation) and deploy them in their approach to team building</p> <p><b>BH7</b> Evaluate the principles of active listening and their benefits and deploy them appropriately in their approach to team management</p>

<b>Project Management</b>	
To pass, the following must be evidenced	To gain a distinction, the following must be evidenced
<p><b>PM1</b> Explain the project lifecycle and how they have employed relevant project management tools to deliver a project against targets</p> <p><b>PM2</b> Explain how they have taken effective actions to monitor and manage resources, risks and budget to deliver a project</p> <p><b>PM3</b> Monitor performance and take appropriate and timely corrective action as required to support a successful project outcome</p>	<p><b>PM4</b> Evaluate how they have adapted known project management tools and approaches to suit the needs of their organisation</p>

<b>Organisation Governance</b>	
To pass, the following must be evidenced	To gain a distinction, the following must be evidenced
<p><b>OG1</b> Explain their application of organisational governance, compliance and performance management techniques to deliver value for money, and monitor budgets to ensure costs do not overrun</p> <p><b>OG2</b> Describe how they operate within their organisation's values</p>	<p><b>OG3</b> Evaluate the importance of organisational governance and compliance from a corporate, <b>legal</b> and budgetary standpoint, and describe how appropriate governance and <b>HR practices</b> can positively impact their team and the wider organisation</p>

## Managing Self

To pass, the following must be evidenced	To gain a distinction, the following must be evidenced
<p><b>MS1</b> Explain what the implications of unconscious bias are, and the approaches they take to promote inclusivity within their workplace</p> <p><b>MS2</b> Describe how they are open and honest in their approach to planning, time management and managing themselves and others</p> <p><b>MS3</b> Describe how they reflect upon, seek and apply feedback on their own performance when creating their personal development plan, and managing their work and performance</p>	<p><b>MS4</b> Describe how they have used known management tools and theories to improve their performance based upon feedback received.</p>

### End Point Assessment – Summary of roles and responsibilities.

Role	Responsibility
<b>Apprentice</b>	<p>As a minimum, apprentices should:</p> <ul style="list-style-type: none"> <li>• participate in development opportunities to improve their knowledge skills and behaviours as outlined in the occupational standard</li> <li>• undertake 20% off-the-job training as arranged by the employer and EPAO</li> <li>• meet all gateway requirements when advised</li> <li>• understand the purpose and importance of EPA and undertake EPA</li> </ul>
<b>Employer</b>	<p>As a minimum, employers should:</p> <ul style="list-style-type: none"> <li>• support the apprentice to achieve the KSBs outlined in the occupational standard to their best ability</li> <li>• determines when the apprentice is working at or above the level outlined in the occupational standard and is ready for EPA</li> <li>• ensure apprentice is well prepared for the EPA</li> </ul>
<b>EPAO</b> (End Point Assessment Organisation)	<p>As a minimum EPAOs should:</p> <ul style="list-style-type: none"> <li>• understand the occupational role</li> <li>• appoint administrators/invigilators/markers to administer/invigilate/mark EPA</li> <li>• provide adequate information, advice and guidance documentation to enable apprentices, employers and providers to prepare for the EPA</li> <li>• deliver the end-point assessment outlined in this EPA plan in a timely manner</li> <li>• prepare and provide all required material and resources required for delivery of the EPA in-line with best practices</li> <li>• use appropriate assessment recording documentation to ensure a clear and auditable mechanism for providing assessment decision feedback to the apprentice</li> </ul>
Davidson Training UK Limited	<p>As a minimum the training provider should:</p> <ul style="list-style-type: none"> <li>• work with the employer to ensure that the apprentice is given the opportunities to develop the KSBs outlined in the occupational standard and monitor their progress during the on-programme period</li> <li>• advise the employer, upon request, on the apprentice's readiness for EPA prior to the gateway</li> </ul>