



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

**TEAM**  
**LEADER/SUPERVISOR**  
**APPRENTICESHIP**  
**STANDARD LEVEL 3**  
**V7.0**

HANDBOOK Version 3 December 2024/2025

**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

This occupation is found in small, medium, large, and multinational organisations in private, public, and third sectors across all areas of the economy.

A team leader is found in organisations where there is a need for first-line management and support for teams and senior management.

The broad purpose of this role is to provide leadership with operational and project responsibilities. Team leaders manage individuals, teams, or elements of a project, offering direction, instructions, and guidance to achieve set goals. They are vital for the smooth functioning of all departments within an organisation and are often responsible for ensuring that functions are correctly administered and maintained in line with legislation and the organisation's procedures.

In their daily work, an employee in this occupation interacts with colleagues from various internal departments, including operations, human resources, finance, legal, IT, sales, and marketing. This role also involves interaction with external stakeholders such as customers, clients, and suppliers. It may include off-site and hybrid working.

An employee in this occupation is responsible for supporting, managing, and developing individuals; managing projects; planning and monitoring workloads and resources; delivering operational plans; resolving problems; and building relationships both internally and externally.

Team leaders may work as part of a network or in various team settings. They operate within agreed budgets and available resources, reporting to mid-level and senior managers. While they may occasionally make decisions, they more often guide or influence the decisions of others, including collecting and interpreting data to identify trends, analysing resources, and finding ways to save money and improve efficiency.

Team leaders understand how their role supports the broader organisational structure. They apply codes of practice, legislation, and regulations relevant to their organisation's areas of operation. This includes not only legal and ethical responsibilities but also equity, inclusion, and the sustainability impacts of the organisation.

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

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**

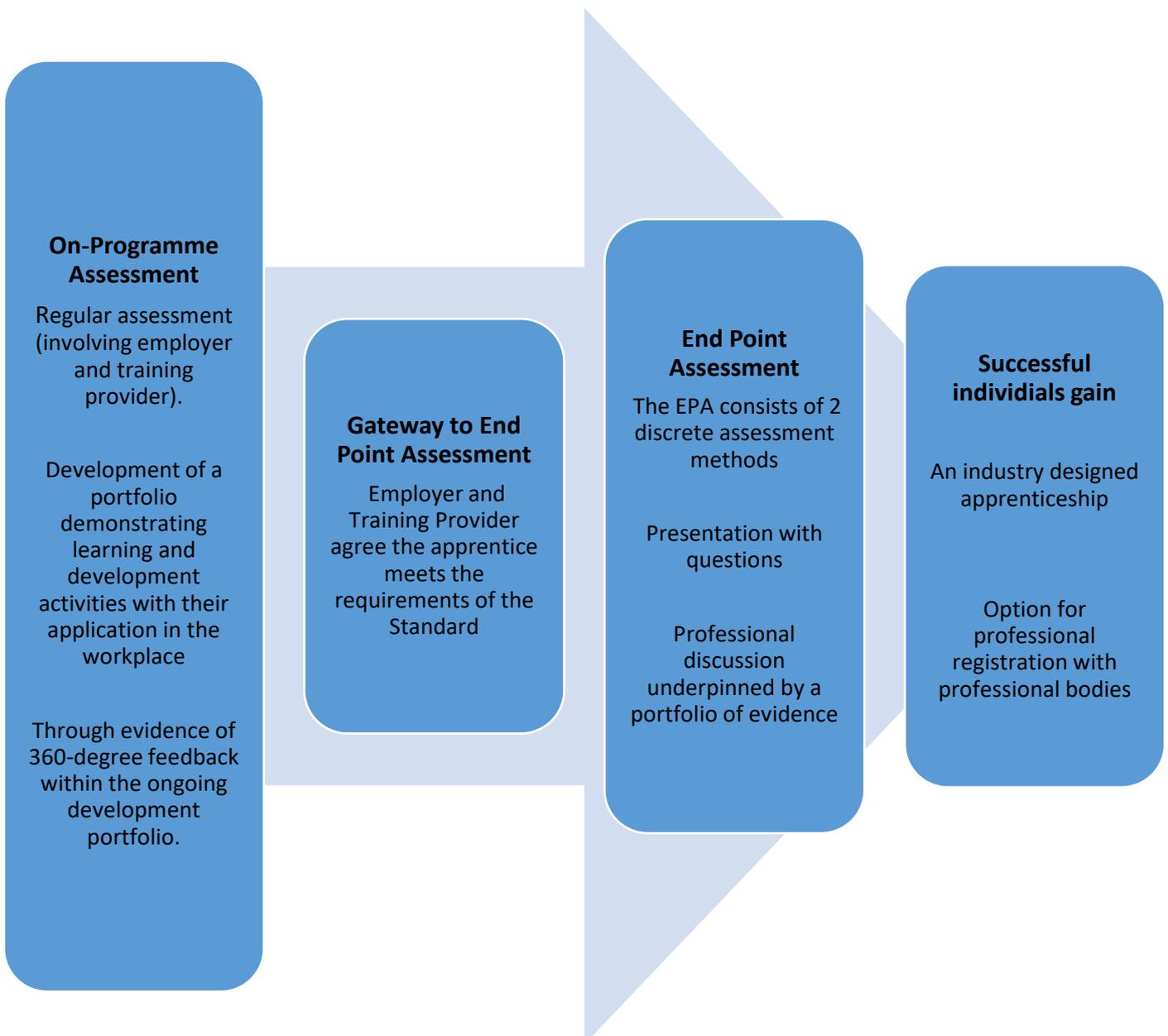
We registrations for learners under 16 as this qualification is not approved for under 16s.

**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 Employer and a Witness Testimony supplied
- Ongoing professional discussions between apprentice and Davidson Training relating to projects and assignments (recorded by Davidson Training)
- Feedback from line manager, direct reports and peers including 360-degree feedback approaches

### **Evidence sources may include:**

- workplace documentation and records, for example:
- workplace policies and procedures
- witness statements
- annotated photographs
- video clips with a maximum total duration 5 minutes; the apprentice must be in view and identifiable

*This is not a definitive list; other evidence sources can be included.*

The portfolio of evidence should not include reflective accounts or any methods of self-assessment.

Any employer contributions should focus on direct observation of performance, for example, witness statements, rather than opinions.

The evidence provided should be valid and attributable to the apprentice; the portfolio of evidence should contain a statement from the employer and apprentice confirming this.

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.

### Data collection and benchmarking (Presentation with questions)

#### Knowledge

- K3 Processes and policies** which support the delivery of operational requirements  
**K5 Relevant regulation, legislation, and compliance** that impacts their role and the organisation  
**K15 External factors** that affect the workplace, such as sustainability and net carbon zero, and how they are managed  
**K20** How to collate, interpret and communicate data and information to meet the needs of different audiences  
**K21** The wider social and economic environment in which the organisation operates

#### Skills

- S3** Able to collate and interpret data and information and create reports

### Problem analysis and conclusions (Presentation with questions)

#### Knowledge

- K6 Organisational strategy** and objectives and how their role impacts on them  
**K9 Communication techniques** including presentation skills, negotiation and influencing skills  
**K12 Problem-solving** and decision-making principles  
**K19** The impact that **cross-team working** has in the delivery of organisational objectives

#### Skills

- S5** Use information and **problem-solving** techniques to provide solutions and influence the decision-making process

### People and relationships (Presentation with questions)

#### Knowledge

- K11** Stakeholder management

#### Skills

- S9** Manage individual or team performance by setting objectives, monitoring progress, and providing clear guidance and **feedback**  
**S15** Manage and maintain relationships with a diverse workforce and **stakeholders**  
**S17** Interpret policy and support the delivery of equity, diversity and inclusion in the workplace and monitor their impact on their team

#### Behaviours

- B2** Supports an inclusive culture, treating colleagues and external **stakeholders** fairly and with respect

### Future plans and opportunities (Presentation with questions)

#### Knowledge

- K16** The impact that internal and external factors such as environmental impacts, have on their role

#### Skills

- S18** Identify future changes in the sector such as **technology** advances that may impact their organisation

#### Behaviours

- B5** Works **flexibly** and adapts to circumstances

## Building a high performing team (Professional discussion underpinned by a portfolio of evidence)

### Knowledge

#### **K1 Performance management techniques**

**K2** How to identify the learning needs of others and solutions to address them

**K10** Policy and procedure relating to people and **organisational culture**

**K17 Leadership** and management approaches

**K23** Principles of equity, diversity and inclusion in the workplace and their impact on the organisation and the team

### Skills

**S2** Use tools to organise, **prioritise** and allocate daily and weekly work activities

**S4** Identify and support the development of the team through informal coaching and continuous **professional development**

**S12** Interpret and apply regulation and legislation, share best practices, and advise stakeholders on their application

### Behaviours

**B1** Acts professionally, ethically and with integrity

**B4** Seeks learning opportunities and continuous **professional development**

## Communication and implementing operational plans (Professional discussion underpinned by a portfolio of evidence)

### Knowledge

**K7** How to manage **resources** to implement operational and team plans

**K18** The purpose of their role within the organisation, including their level of responsibility and accountability

### Skills

**S1** Use **resources** to implement operational and team plans

**S11** Interpret organisational strategy and communicate how this impacts others

**S13** Communicate information through different media, such as face-to-face meetings, emails, reports, and presentations to enable key stakeholders to understand what is required

**S14** Collaborate with stakeholders in the organisation to ensure the delivery of operational goals

## Managing change and continuous improvement (Professional discussion underpinned by a portfolio of evidence)

### Knowledge

**K13** Principles of **change** management and continuous improvement

**K22** Approaches to **managing budgets**, and options and choices to maximise efficient use of resources

### Skills

**S7** Review work processes to identify opportunities to improve performance and for continuous improvement

**S10** Manage others through **change** by identifying challenges and the activities to resolve them

**S16** Negotiate with and challenge stakeholders to manage **change** and reduce **conflict**

## Using technology (Professional discussion underpinned by a portfolio of evidence)

### Knowledge

**K14** IT and **software** used to support the activities of the business

### Skills

**S8** Use **technology** and **software** to produce documentation, such as spreadsheets and presentation packages to communicate information

**S19** Monitor the use of **technology** and the potential to reduce energy consumption through their optimisation in day-to-day tasks, such as reducing the use of paper and switching off items when not in use

## Contributing to a project (Professional discussion underpinned by a portfolio of evidence)

### Knowledge

**K4** Project management tools and techniques

**K8** Time management and prioritisation tools

### Skills

**S6** Use digital tools for planning and project management to monitor project progress, taking corrective action to deliver against the project plan

### Behaviours

**B3** Takes accountability and ownership of their tasks and workload

## 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. 50-minute presentation with questions
2. A 60-minute professional discussion underpinned by a portfolio of evidence

### Presentation with questions

- 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.
- **Unsuccessful** apprentices will not have achieved all of the pass criteria.

### Professional discussion underpinned by a 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.
- **Unsuccessful** apprentices will not have achieved all of the pass criteria.

### This apprenticeship aligns with:

- The Chartered Management Institute for Associate Membership

### This apprenticeship aligns with:

- Institute of Leadership for Associate Membership

## Presentation with questions

### Overview

In the presentation with questions, the apprentice delivers a presentation to an end-point assessor on a set subject. The end-point assessor must ask questions after the presentation. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

The apprentice will be given their presentation subject post gateway, following a discussion with the employer.

### The presentation will be based on 1 of the following subjects:

- reviewing ways to reduce cost and increase efficiency in a business environment
- using data and technology to support organisational goals
- improving team performance to support organisational goals
- leading and supporting a team through a period of change within the organisation

The EPAO will take steps to ensure the apprentice is given a presentation subject, which allows the apprentice the opportunity to draw on what they have learnt and experienced during their apprenticeship.

### The presentation should cover the following themes:

- data collection and benchmarking
- problem analysis and conclusions
- people and relationships
- future plans and opportunities

The apprentice must submit any presentation material by the end of week 4 of the EPA period. The apprentice must notify the EPAO, at that point, of any technical requirements for the presentation.

### During the presentation, the apprentice must have access to:

- audio-visual presentation equipment
- a flip chart and writing and drawing materials
- a computer

The EPAO must give the apprentice at least 1 weeks' notice of the presentation assessment.

The presentation with questions must last **50 minutes**. This will typically include a presentation of **20 minutes** and questioning lasting **30 minutes**. The end-point assessor must use the full time available for questioning. The end-point assessor can increase the total time of the presentation and questioning by up to 10%. This is to allow the apprentice to complete their last point or respond to a question if necessary. The end-point assessor must ask at least **5 questions**. Follow up questions are allowed where clarification is required.

The presentation with questions must take place in a suitable venue, for example, the employer's premises. The presentation with questions should take place in a quiet room, free from distractions and influence. The presentation with questions can be conducted by video conferencing.

### Before the assessment

Employers/training providers should:

- give the apprentice time to work on their project and report during the end-point assessment window
- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which team leader criteria will be assessed (outlined on the following pages)
- encourage the apprentice to reflect on their experience and learning on-programme to understand what is required to meet the standard and identify real-life examples
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience as preparation for this assessment

## Grading the presentation with questions

Apprentices will be marked against the pass and distinction criteria included in the tables on the following pages (under presentation with questions criteria).

- To achieve a **pass**, apprentices must meet all of the pass criteria
- To achieve a **distinction**, apprentices must meet all of the pass **and** distinction criteria
- **Unsuccessful** apprentices will not have achieved all of the pass criteria

## Professional discussion underpinned by a portfolio of evidence

In the professional discussion underpinned by a portfolio of evidence, the assessor and the apprentice will have a formal 2-way conversation. It will consist of the independent assessor asking the apprentice questions to assess their competence against the relevant criteria outlined in this kit.

The professional discussion will be assessed against the following themes:

- building a high-performing team
- communicating and implementing operational plans
- managing change and continuous improvement
- using technology
- contributing to a project

Highfield must give the apprentice at least **1 weeks'** notice of the presentation assessment.

The apprentice must have access to their portfolio of evidence during the professional discussion. Apprentices can refer to and illustrate their answers with evidence from their portfolio of evidence during the professional discussion. However, the portfolio of evidence is not directly assessed.

The professional discussion will take place in a suitable environment and can be conducted by video conferencing. It will last for **60 minutes**. The independent assessor can increase the time of the professional discussion by up to 10% to allow the apprentice to respond to a question if necessary. The assessor will ask **at least 5 questions**. Follow up questions are allowed where clarification is required.

### Before the assessment

Employers/training providers should:

- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which criteria will be assessed (outlined on the following pages)
- encourage the apprentice to reflect on their experience and learning on-programme to understand what is required to meet the standard
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience as preparation for this assessment

## Grading the professional discussion underpinned by a portfolio of evidence

Apprentices will be marked against the pass and distinction criteria included in the tables on the following pages (under 'Professional discussion underpinned by a portfolio of evidence criteria').

- To achieve a **pass**, apprentices must achieve all of the pass criteria
- To achieve a **distinction**, apprentices must achieve all of the pass criteria **and** all of the distinction criteria
- **Unsuccessful** apprentices will have not achieved all of the pass criteria