Highfield Level 3 End-Point Assessment for ST0384 Team Leader or Supervisor

End-Point Assessment Kit

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Highfield Level 3 End-Point Assessment for ST0384 Team Leader or Supervisor

EPA Kit

Contents

Please click on the headings below to navigate to the associated section of the EPA kit.

Introduction 5

The Highfield Approach 9

Gateway 10

The Team Leader or Supervisor Apprenticeship Standard 12

Assessment summary 28

Assessing the presentation with questions and answers 30

Assessing the professional discussion underpinned by portfolio of evidence 37

How to use this EPA kit

Welcome to the Highfield End-Point Assessment Kit for the Team Leader or Supervisor Apprenticeship Standard. This kit relates to assessment plan AP03.

Highfield is an independent end-point assessment organisation that has been approved to offer and carry out the independent end-point assessments for the Level 3 Team Leader or Supervisor Apprenticeship Standard. Highfield internally quality assures all end-point assessments in accordance with its IQA process, and additionally, all end-point assessments are externally quality assured by Ofqual.

The EPA kit is designed to outline all you need to know about the end-point assessments for this standard and will also provide an overview of the on-programme delivery requirements. In addition, advice and guidance for trainers on how to prepare apprentices for the end-point assessment is included. The approaches suggested are not the only way in which an apprentice may be prepared for their assessments, but trainers may find them helpful as a starting point.

Highfield also offers the Highfield Team Leader or Supervisor Apprenti-kit, a comprehensive learning resource, which is designed to be used on-programme.

For more information, please go to the Highfield Products website. Please note that the use of this kit is not a prerequisite for apprentices undertaking the Team Leader or Supervisor end-point assessment.

Key facts

Apprenticeship Standard:	Team Leader or Supervisor
Level:	3
On Programme Duration:	Typically 12-18 months
EPA Window:	4 months
Grading:	Pass/Distinction
End-Point Assessment Methods:	Presentation and Q&A, professional discussion underpinned by portfolio of evidence

In this kit, you will find:

- an overview of the standard and any on-programme requirements
- a section focused on delivery, where the standard and assessment criteria are presented in a suggested format that is suitable for delivery
- guidance on how to prepare the apprentice for gateway
- detailed information on which part of the standard is assessed by which assessment method
- suggestions on how to prepare the apprentice for each part of the end-point assessment
- a section focused on the end-point assessment method where the assessment criteria are presented in a format suitable for carrying out 'mock' assessments

Introduction

Standard overview

A team leader or 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 or 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 and Management.

On-programme requirements

Although learning, development and on-programme assessment are flexible, and the process is not prescribed, the following is the recommended baseline expectation for an apprentice to achieve full competence in line with the Team Leader or Supervisor Apprenticeship Standard.

The on-programme assessment approach will be agreed between the training provider and employer. The assessment will give an ongoing indication of an apprentice's performance against the final outcomes defined in the standard. The training provider will need to prepare the apprentice for the end-point assessment, including practising presentation skills and collation of the portfolio of evidence (e.g. provision of recordings of professional discussions or workplace evidence).

The training programme leading to end-point assessment should 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 end-point assessment.

Throughout the period of learning and development, and at least every 2 months, the apprentice should meet with the on-programme assessor to record their progress against the standard. At these reviews, evidence should be discussed and recorded by the apprentice. The maintenance of an on-programme record is important to support the apprentice, on-programme assessor and employer in monitoring the progress of learning and development and to determine when the apprentice has achieved full competence in their job role and is therefore ready for end-point assessment.

Portfolio of evidence

The portfolio of evidence gathered on-programme will be used by the apprentice during the professional discussion. It is not formally assessed, however, apprentices may refer to it during the discussion by showing the assessor examples of their work or by talking through their experiences.

The portfolio of evidence requirements are as follows.

- The format and structure of the portfolio must be agreed between the employer and apprentice, and ideally, will be presented electronically.
- There must be at least one piece of evidence relating to each knowledge, skill and behaviour mapped to the professional discussion. Each piece of evidence can be referenced against more than one knowledge, skill or behavioural requirement. It will typically contain 20 pieces of evidence.
- Reflective accounts and self-evaluation cannot be included as evidence. The portfolio should **not** include any methods of self-assessment.
- The portfolio should contain accounts of activities that have been completed and should be referenced against the relevant knowledge, skills and behaviours that will be assessed by the professional discussion. For example:
    - 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 (PDP)
    - performance reviews

  This is not a definitive list and other evidence sources are permitted.

- Any employer contributions should focus only on direct observation of evidence (for example witness statements) rather than opinions.
- The evidence provided must be valid and attributable to the apprentice and the portfolio of evidence must contain a statement from the employer confirming this.
- The portfolio of evidence must be submitted to Highfield at gateway.

A portfolio matrix sheet is available to download from the Highfield Assessment website and should be used to map the apprentice's portfolio of evidence to the Team Leader or Supervisor standards and accompany the portfolio when submitted to Highfield Assessment.

Written submissions may be provided to Highfield in any format, such as e-portfolio. Access must be given to Highfield for **only** the learners who have been put forward for end-point assessment.

Use of Artificial Intelligence (AI) in the EPA

Where AI has been used as part of the apprentice's day-to-day work and forms part of a project report, presentation, or artefact, it should be referenced as such within the work. AI must not be used to produce the report or portfolio.

Where AI has been used as part of a portfolio that underpins an interview or professional discussion or any other assessment method, it should be fully referenced within the portfolio.

Additional, relevant on-programme qualification

There are no mandatory qualifications for apprentices for this standard however employers may wish to choose the Highfield Level 3 Diploma in Management (RQF) or the Highfield Level 3 Diploma in Team Leading and Supervision (RQF) to help structure the on-programme delivery.

Readiness for end-point assessment

For an apprentice to be ready for the end-point assessments:

- they must have achieved level 2 English and maths

- it is recommended that they are supported to become digitally literate where this is important to their role
- they must have gathered a portfolio of evidence against the required standards to be submitted at gateway.
- the line manager (employer) must be confident that the apprentice has developed all the knowledge, skills and behaviours defined in the apprenticeship standard and that the apprentice is competent in performing their role. To ensure this, the apprentice must attend a formal meeting with their employer to complete the gateway readiness report.
- the apprentice and the employer should then engage with Highfield to agree on a plan and schedule for each assessment activity to ensure all components can be completed within the 4-month end-point assessment window.

If you have any queries regarding the gateway requirements, please contact your EPA Customer Engagement Manager at Highfield Assessment.

Order of end-point assessments

The recommended order of end-point assessment is as follows.

- Presentation with questions and answers
- Professional discussion underpinned by portfolio of evidence

Click here to return to contents

The Highfield Approach

This section describes the approach Highfield has adopted in the development of this end-point assessment in terms of its interpretation of the requirements of the end-point assessment plan and other relevant documents.

Documents used in developing this end-point assessment

Standard (2016)

https://www.instituteforapprenticeships.org/apprenticeship-standards/team-leader-supervisor/

End-point assessment plan (2017 ST 0384/AP03)

https://www.instituteforapprenticeships.org/media/4338/st0384_team-leader-supervisor_l3_ap-for-publication_22062020.pdf

Specific considerations

All of the pass and distinction criteria used within the end-point assessment have been taken from the assessment plan – AP03. There is no carry-over of assessment criteria between assessment methods.

Click here to return to contents

Gateway

How to prepare for gateway

After apprentices have completed their on-programme learning, they should be ready to pass through 'gateway' to their end-point assessment.

Gateway is a meeting that should be arranged between the apprentice, their employer and training provider to determine that the apprentice is ready to undertake their end-point assessment. The apprentice should prepare for this meeting by bringing along work-based evidence, including:

- customer feedback
- recordings
- manager statements
- witness statements

As well as evidence from others, such as:

- mid and end-of-year performance reviews
- feedback to show how they have met the apprenticeship standards while on-programme

In advance of gateway, apprentices will need to have:

- achieved level 2 English
- achieved level 2 maths
- produced a portfolio of evidence

Apprentices should be advised by employers and providers to gather this evidence and undertake these qualifications during their on-programme training. It is recommended that employers and providers complete regular checks and reviews of this evidence to ensure the apprentice is progressing and achieving the standards before the formal gateway meeting is arranged.

The gateway meeting

The gateway meeting should last around 1 hour and must be completed on or after the apprenticeship on-programme end date. It should be attended by the apprentice and the relevant people who have worked with the apprentice on-programme, such as the line manager/employer or mentor, the on-programme trainer/training provider and/or a senior manager (as appropriate to the business).

During the meeting, the apprentice, employer and training provider will discuss the apprentice's progress to date and confirm if the apprentice has met the full criteria of the apprenticeship standard during their on-programme training. The **gateway readiness report** should be used to log the outcomes of the meeting and should be agreed by all 3 parties. This report is available to download from the Highfield Assessment website.

The report should then be submitted to Highfield to initiate the end-point assessment process. If you require any support completing the gateway readiness report, please contact your EPA Customer Engagement Manager at Highfield Assessment.

Please note: a copy of the standard should be available to all attendees during the gateway meeting.

Reasonable adjustments and special considerations
Highfield Assessment has measures in place for apprentices who require additional support. Please refer to the Highfield Assessment Reasonable Adjustments Policy for further information/guidance.

ID requirements
Highfield Assessment will need to ensure that the person undertaking an assessment is indeed the person they are claiming to be. All employers are therefore required to ensure that each apprentice has their identification with them on the day of the assessment so the end-point assessor can check.

Highfield Assessment will accept the following as proof of an apprentice's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, e.g. employee ID card, travel card, etc.

Click here to return to contents

The Team Leader or Supervisor Apprenticeship Standard

The following pages contain the Team Leader or Supervisor apprenticeship standard and the assessment criteria from the assessment plan (AP03) in a format that is suitable for delivery.

<table>
<tr><th colspan="6">Team Building and Development</th></tr>
<tr><th colspan="2">Knowledge</th><th colspan="2">Skills</th><th colspan="2">Behaviours</th></tr>
<tr><td colspan="2">K1.1 Understand different leadership styles and the benefits of coaching to support people and improve performance.

K3.2 Know how to facilitate cross team working to support delivery of organisational objectives.</td><td colspan="2">S1.2 Support the development of the team and people through coaching, role modelling values and behaviours, and managing change effectively.

S5.3 Ability to organise, prioritise and allocate work, and effectively use resources.</td><td colspan="2">B1.1 Drive to achieve in all aspects of work.</td></tr>
<tr><th colspan="6">Presentation with Q&A</th></tr>
<tr><th colspan="3">Pass Criteria</th><th colspan="3">Distinction Criteria</th></tr>
<tr><td colspan="3">TB1 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. (K1.1, K3.2, B1.1)

TB2 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. (S1.2, S5.3)

TB3 Adapt their approach, where required, to accommodate the specific needs of individual team members (S1.2)</td><td colspan="3">TB4 Analyse the effectiveness of appropriate academic theories and models and incorporates them appropriately in their approach to leadership and team building. (K1.1, S1.2)</td></tr>
</table>

Amplification and guidance
• **Leadership styles:** ○ 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). ○ other leadership styles that might be mentioned are emotional leadership styles, e.g. visionary, coaching, affiliate, pace-setting and commanding. • **Change:** ○ consider organisational change - culture, needs and drivers ○ team changes - employees, job roles and structure ○ potential external influences for change – regulatory, political, legislative, social change, consumer behaviour and competitor analysis ○ resistance to change ○ identifying and overcoming barriers to change ○ Kotter's 8-stage change model

Communication	
Knowledge	**Skills**
K4.1 Understand different forms of communication and their application. K4.2 Know how to chair meetings, hold challenging conversations, provide constructive feedback and understand how to raise concerns.	S3.3 Building relationships with customers and managing these effectively. S4.1 Able to communicate effectively (verbal, written, digital), chair meetings and present to team and management.

Presentation with Q&A	
Pass Criteria	**Distinction Criteria**
C1 Select appropriate **communication manner and medium** to build and manage an effective relationship with customers and adapt their communication approach to suit their audience. (K4.1, S3.3) C2 Describes, with examples, how they have chaired meetings, when they have presented to team/management, and how they facilitated the contributions of others. (S4.1) C3 Explains how to approach **challenging conversations**, how to raise concerns and how to provide **constructive feedback**. (K4.2)	C4 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.** (K4.1, S3.3) C5 Regulate the flow of conversations in the meetings they lead and compensate for both dominant and quiet voices to be heard equally. (K4.2, S4.1)

Amplification and guidance

- **Communication medium,** for example:
    - verbal
    - written
    - digital forms e.g. video conference
    - presentation
    - email
    - noticeboard
    - internal memos
    - team meetings/briefs
    - one to one meetings

- **Communication manner:**
    - can include different methods of written and verbal communication, e.g. being assertive, body language, tone.
    - have an understanding of nonverbal communications and its implications

- **Challenging conversations:**
    - unhappy customers
    - disciplining staff
    - addressing sensitive issues
- **Constructive feedback:**
    - 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.
    - Constructive feedback should not be emotional or personal but direct and to the point.
- **Communication approaches and styles:**
    - Verbal, non-verbal, written, visual and digital/electronic

Organisational Culture and Strategy		
Knowledge	**Skills**	**Behaviours**
K1.2 Understand organisational cultures, equality, diversity and inclusion. K5.1 Understand how organisational strategy is developed.	S1.1 Able to communicate organisation strategy and team purpose, and adapt style to suit the audience. S5.1 Able to communicate organisational strategy and deliver against operational plans, translating goals into deliverable actions for the team, and monitoring outcomes.	B3.1 Flexible to the needs of the organisation.

<table>
<tr><th colspan="2">Presentation with Q&A</th></tr>
<tr><th>Pass Criteria</th><th>Distinction Criteria</th></tr>
<tr><td>OC1 Explains the importance of an organisational culture, what it is influenced and informed by, and its responsibility to equality, diversity and inclusion. (K1.2)

OC2 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. (B3.1, K5.1, S1.1, S5.1)</td><td>OC3 Analyses how culture can affect individuals in different ways and how different cultures can impact on team working and strategy. (K1.2, S5.1)

OC4 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. (K5.1, B3.1)</td></tr>
<tr><th colspan="2">Amplification and guidance</th></tr>
<tr><td colspan="2">
Organisation strategy: this sets out the actions a company plans to take to achieve their long-term goals
Organisation culture:

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
influences on organisational culture and the relationship between culture and organisational values.

Targets

Should be SMART
Should be clear when a target has been achieved or not achieved, i.e. measurable
How KPIs assist with the monitoring of targets

</td></tr>
</table>

Problem Solving		
Knowledge	**Skills**	**Behaviours**
K3.1 Understand approaches to customer and stakeholder relationship management, including emotional intelligence and managing conflict. K5.2 Know how to implement operational/team plans and manage resources and approaches to managing change within the team. K10.1 Understand problem solving and decision making techniques.	S5.2 Able to adapt to change, identifying challenges and solutions. S10.1 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.	B1.2 Demonstrates resilience and accountability. B1.3 Determination when managing difficult situations. B3.2 Is creative, innovative and enterprising when seeking solutions to business needs. B3.3 Positive and adaptable, responds well to feedback and need for change.

Presentation with Q&A	
Pass Criteria	**Distinction Criteria**
PS1 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. (K10.1, S5.2, S10.1, B1.2) PS2 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. (K5.2, B3.3)	PS5 Analyses 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. (K3.1, S5.2, B3.2, B3.3)

PS3 Explains approaches taken to manage **stakeholder** and customer relationships which makes reference to emotional intelligence and conflict management techniques. (K3.1, B1.3) PS4 Describes how they work creatively, innovatively and are enterprising when seeking solutions to business needs. (B3.2)	
Amplification and guidance	

• **Problem-solving techniques:**
  ○ Can include brainstorming, fishbone diagram, SWOT analysis and PESTLE analysis
 	
• **Stakeholder:**
  ○ 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.
  ○ stakeholder mapping and analysis of interest/power in a project	

Data Analysis	
Knowledge	**Skills**
K5.3 Understand data management, and the use of different technologies in business. K10.2 Understand how to analyse data to support decision making.	S5.4 Able to collate and analyse data and create reports.
Presentation with Q&A	
Pass Criteria	**Distinction Criteria**

DA1 Use **data**, including collection, **management** and analysis, to create reports which support their decision making. (K5.3, K10.2, S5.4)	DA2 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. (K.5.3, K10.2, S5.4)

Amplification and guidance

- **Data management:**
    - difference between data and information
    - data protection and GDPR requirements
    - view data from all relevant reports, including KPI ones and form an overall opinion/ action plan from diverse reports

Building a High-Performance Team

Knowledge	Skills	Behaviours
K2.1 Understand people and team management models, including team dynamics and motivation techniques. K8.2 Understand learning styles, feedback mechanisms and how to use emotional intelligence.	S2.1 Able to build a high-performing team by supporting and developing individuals, and motivating them to achieve. S2.2 Able to set operational and personal goals and objectives and monitor progress, providing clear guidance and feedback. S3.1 Building trust with and across the team, using effective negotiation and influencing skills, and managing any conflicts.	B2.1 Open, approachable, authentic, and able to build trust with others. B4.1 Sets an example, and is fair, consistent and impartial.

<table>
<tr><td></td><td>S3.2 Able to input to discussions and provide feedback (to team and more widely), and identify and share good practice across teams.

S4.2 Use of active listening and provision of constructive feedback.</td><td></td></tr>
<tr><th colspan="3">Professional Discussion underpinned by Portfolio of Evidence</th></tr>
<tr><th colspan="2">Pass Criteria</th><th>Distinction Criteria</th></tr>
<tr><td colspan="2">BH1 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. (K2.1, K8.2, S2.1, S2.2, B4.1)

BH2 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. (S3.2, S4.2, B2.1)

BH3 Explains how they have built trust within and across the team, managed conflict and demonstrated effective influencing and negotiation skills. (S3.1)</td><td>BH4 Evaluates motivational practices and their benefits and drawbacks and deploys them in their approach to team building. (K2.1, S2.1)

BH5 Evaluates the principles of active listening and their benefits and deploys them appropriately in their approach to team management. (S4.2)</td></tr>
<tr><th colspan="3">Amplification and guidance</th></tr>
<tr><td colspan="3">
High performing:
can include setting team objectives, goals and priorities, reviewing team performance and managing decision-making processes.
also includes setting individual goals, CPD, career aspirations, succession planning and managing poor performance effectively
</td></tr>
</table>

- 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
- 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 don’t 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.

◦ don’t 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. • **Drawbacks:** e.g. recognition, reward, enrichment, consultation

Project Management	
Knowledge	**Skills**
K6.1 Understand the project life cycle and roles. K6.2 Know how to deliver a project including: managing resources, identifying risks and issues, using relevant project management tools.	S6.1 Able to organise, manage resources and risk, and monitor progress to deliver against the project plan. S6.2 Ability to use relevant project management tools and take corrective action to ensure successful project delivery.
Professional Discussion underpinned by Portfolio of Evidence	
Pass Criteria	**Distinction Criteria**
PM1 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. (K6.1, K6.2, S6.1) PM2 Monitors performance and takes appropriate and timely corrective action as required to support a successful project outcome. (S6.2)	PM3 Evaluates how they have adapted known project management tools and approaches to suit the needs of their organisation. (S6.2)
Amplification and guidance	
• **Project lifecycle:**	

- 5-phase project management, Weiss & Wysocky
  - 5-stage process, Association for Project Management
- **Project management tools:**
  - this could include Gantt charts, PERT charts, process flow charts, work break down structure, product breakdown structure and critical path analysis
- **Risk**
  - Risk analysis
  - Recording of identified risks
  - Consideration of possible arising issues and methods to control or prevent these from occurring
- **Resources:**
  - people
  - funding
  - equipment
  - facilities
  - technology-/-technological support

Organisation Governance		
Knowledge	**Skills**	**Behaviours**
K2.2 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. K7.1 Understand organisational governance and compliance, and how to deliver Value for Money. K7.2 Know how to monitor budgets to ensure efficiencies and that costs do not overrun.	S7.1 Applying organisational governance and compliance requirements to ensure effective budget controls.	B4.3 Operates within organisational values.

Professional Discussion underpinned by Portfolio of Evidence	
Pass Criteria	**Distinction Criteria**
OG1 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. (K2.2, K7.1, K7.2, S7.1) OG2 Describes how they operate within their organisation's values. (B4.3)	OG3 Evaluates the importance of organisational governance and compliance from a corporate, **legal** and budgetary standpoint, and describe how appropriate governance and **HR practices** can positively impact their team and the wider organisation. (K2.2, S7.1, B4.3)

Amplification and guidance

• **Organisational governance:**
    ○ 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.
• **Value for money:**
    ○ value for money is determined by the customer over the lifetime of the product/service and may not be the cheapest initial purchase cost
    ○ achieving the best mix of quality and effectiveness for the least outlay
• **Monitor budgets:**
    ○ 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
    ○ reviewing budgets on a regular basis
• **HR practices:**
    ○ 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
• **Legal requirements:**
    ○ can include reference to employment law, living wage, pensions, statutory sick pay, maternity leave, pay, equality and diversity.
    ○ policies in place that reflect legislation

Managing Self

Knowledge	Skills	Behaviours
K8.1 Know how to be self-aware and understand unconscious bias and inclusivity. K9.1 Understand time management techniques and tools, and how to prioritise activities and approaches to planning.	S8.1 Able to reflect on own performance, seek feedback, understand why things happen, and make timely changes by applying learning from feedback received. S9.1 Able to create an effective personal development plan, and use time management techniques to manage workload and pressure.	B2.2 Seeks views of others. B4.2 Open and honest.

Professional Discussion underpinned by Portfolio of Evidence

Pass Criteria	Distinction Criteria
MS1 Explains what the implications of **unconscious bias** are, and the approaches they take to promote inclusivity within their workplace. (K8.1) MS2 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. (K9.1, S8.1, S9.1, B2.2, B4.2)	MS3 Describes how they have used known management tools and theories to improve their performance based upon feedback received. (S8.1)

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.

Click here to return to contents

Assessment summary

The end-point assessment for the Team Leader or Supervisor Apprenticeship Standard 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

As an employer/training provider, you should agree on a plan and schedule with the apprentice to ensure all assessment components can be completed effectively.

Each component of the end-point assessment will be assessed against the appropriate criteria laid out in this kit and a grade awarded.

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.

Retake and re-sit information

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. If a **retake** is chosen, the apprentice will require a period of further learning and will need to complete a retake checklist.

An apprentice who fails an assessment method, and therefore the EPA, 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 EPA must be taken again, unless in the opinion of the EPAO exceptional circumstances apply outside the control of the apprentice or their employer.

When undertaking a resit or retake, the assessment method(s) will need to be re-attempted in full, regardless of any individual assessment criteria that were passed on any prior attempt. The EPA Report will contain feedback on areas for development and resit or retake guidance.

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

Apprentices who achieve a pass grade cannot resit or retake the EPA to achieve a higher grade.

Click here to return to contents

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 Highfield. 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.

Highfield will inform the apprentice 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, Highfield 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.

Grading

- 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.

Before the assessment:

Employers/training providers should:

- ensure the apprentice has been assigned and is familiar with the presentation title.
- ensure the apprentice has prepared a presentation in line with the title assigned by Highfield, to be submitted within 2 weeks of being assigned the title.
- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which team leader or supervisor 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, where possible, 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.

Presentation with Q&A mock assessment

It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment, and Highfield recommends that the apprentice experiences a mock presentation and Q&A session in advance of the end-point assessment with the training provider/employer giving feedback on any areas for improvement.

In designing a mock assessment, the employer/training provider should include the following elements in its planning:

- the mock should take place in a suitable location.
- a 60-minute time slot should be available for the presentation and Q&A session (including time for a 10-minute break in between) if it is intended to be a complete mock covering all relevant standards (outlined in the following pages). However, this time may be split up to allow for progressive learning.
- consider a video or audio recording of the mock interview and allow it to be available to other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock presentation with each apprentice.
- ensure that the apprentice's performance is assessed by a competent trainer/assessor, and that feedback is shared with the apprentice to complete the learning experience. Mock assessment sheets are available to download from the Highfield Assessment website and may be used for this purpose.
- use structured 'open' questions that do not lead the apprentice. For example:
    - In thinking about a meeting you have chaired that went well, how did you know it had gone well?
    - How is your organisation strategy communicated to you and your team?
    - Using a problem you have had to solve in your role, what steps did you follow to find a resolution?
    - How do you know when you need to adapt your communication technique?

Presentation with Q&A criteria

Apprentices should prepare for the presentation and Q&A by reflecting on the work they have undertaken during the apprenticeship and considering the best examples to meet the criteria.

Team Building and Development	
Pass Criteria	**Distinction Criteria**
TB1 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. (K1.1, K3.2, B1.1) TB2 Demonstrate how they support the development of the team and manage change to deliver organisational objectives, through coaching and role modelling through the use of resources and prioritising work allocation. (S1.2, S5.3) TB3 Adapt their approach, where required, to accommodate the specific needs of individual team members (S1.2)	TB4 Analyse the effectiveness of appropriate academic theories and models and incorporates them appropriately in their approach to leadership and team building. (K1.1, S1.2)

Communication	
Pass Criteria	**Distinction Criteria**
C1 Select appropriate communication manner and medium to build and manage an effective relationship with customers and adapt their communication approach to suit their audience. (K4.1, S3.3) C2 Describes, with examples, how they have chaired meetings, when they have presented to team/management, and how they facilitated the contributions of others. (S4.1) C3 Explains how to approach challenging conversations, how to raise concerns and how to provide constructive feedback. (K4.2)	C4 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. (K4.1, S3.3) C5 Regulate the flow of conversations in the meetings they lead and compensate for both dominant and quiet voices to be heard equally. (K4.2, S4.1)

Organisational Culture and Strategy	
Pass Criteria	**Distinction Criteria**
OC1 Explains the importance of an organisational culture, what it is influenced and informed by, and its responsibility to equality, diversity and inclusion. (K1.2) OC2 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. (B3.1, K5.1, S1.1, S5.1)	OC3 Analyses how culture can affect individuals in different ways and how different cultures can impact on team working and strategy. (K1.2, S5.1) OC4 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 (K5.1, B3.1)

Problem Solving	
Pass Criteria	**Distinction Criteria**
PS1 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. (K10.1, S5.2, S10.1, B1.2) PS2 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. (K5.2, B3.3) PS3 Explains approaches taken to manage stakeholder and customer relationships, which makes reference to emotional intelligence and conflict management techniques. (K3.1, B1.3) PS4 Describe how they work creatively, innovatively and are enterprising when seeking solutions to business needs. (B3.2)	PS5 Analyses 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. (K3.1, S5.2, B3.2, B3.3)

Data Analysis	
Pass Criteria	**Distinction Criteria**
DA1 Use data, including collection, management and analysis, to create reports which support their decision making. (K5.3, K10.2, S5.4)	DA2 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. (K5.3, K10.2, S5.4)

Click here to return to contents

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 from a bank of competency-based questions created by Highfield. 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?

Grading

- 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.

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.

- encourage the apprentice to make sure they are familiar with the contents and structure of their on-programme portfolio of evidence so that they can draw on the best piece of supporting evidence during the professional discussion in an efficient way.
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience as preparation for this assessment.

Professional discussion mock assessment

It is the employer/training provider’s responsibility to prepare apprentices for their end-point assessment, and Highfield recommends that the apprentice experiences a mock professional discussion in preparation for the real thing. The most appropriate form of mock professional discussion will depend on the apprentice’s setting and the resources available at the time.

In designing a mock assessment, the employer/training provider should include the following elements in its planning:

- the mock professional discussion should take place in a suitable location.
- a 60-minute time slot should be available to complete the professional discussion if it is intended to be a complete professional discussion covering all relevant standards. However, this time may be split up to allow for progressive learning.
- consider a video or audio recording of the mock professional discussion and allow it to be available to other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock assessment with each apprentice.
- ensure that the apprentice’s performance is assessed by a competent trainer/assessor, and that feedback is shared with the apprentice to complete the learning experience. Mock assessment sheets are available to download from the Highfield Assessment website and may be used for this purpose.
- use structured ‘open’ questions that do not lead the apprentice but allows them to express their knowledge and experience in a calm and comfortable manner. For example:
    - Tell me about a time you have had to manage conflict in your role.
    - In what ways do you make sure your team is motivated?
    - How do you know that your team is performing effectively?
    - How do you make sure tasks are prioritised effectively?

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.

Building a High-Performance Team	
Pass Criteria	**Distinction Criteria**
BH1 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. (K2.1, K8.2, S2.1, S2.2, B4.1) BH2 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. (S3.2, S4.2, B2.1) BH3 Explains how they have built trust within and across the team, managed **conflict** and demonstrated effective influencing and negotiation skills. (S3.1)	BH4 Evaluates motivational practices and their benefits and drawbacks and deploy them in their approach to team building. (K2.1, S2.1) BH5 Evaluates the principles of active listening and their benefits and deploys them appropriately in their approach to team management. (S4.2)

Project Management	
Pass Criteria	**Distinction Criteria**
PM1 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. (K6.1, K6.2, S6.1) PM2 Monitors performance and take appropriate and timely corrective action as required to support a successful project outcome. (S6.2)	PM3 Evaluates how they have adapted known project management tools and approaches to suit the needs of their organisation. (S6.2)

Organisation Governance	
Pass Criteria	**Distinction Criteria**
OG1 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. (K2.2, K7.1, K7.2, S7.1) OG2 Describes how they operate within their organisation's values. (B4.3)	OG3 Evaluates the importance of organisational governance and compliance from a corporate, **legal** and budgetary standpoint, and describe how appropriate governance and **HR practices** can positively impact their team and the wider organisation. (K2.2, S7.1, B4.3)

Managing Self	
Pass Criteria	**Distinction Criteria**
MS1 Explains what the implications of unconscious bias are, and the approaches they take to promote inclusivity within their workplace. (K8.1) MS2 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. (K9.1, S8.1, S9.1, B2.2, B4.2)	MS3 Describes how they have used known management tools and theories to improve their performance based upon feedback received. (S8.1)

Click here to return to contents