Highfield Level 3 End-Point Assessment for ST0384 Team Leader

End-Point Assessment Kit

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Highfield Level 3 End-Point Assessment for ST0384 Team Leader

EPA Kit

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How to use this EPA Kit

Welcome to the Highfield End-Point Assessment Kit for the Team Leader apprenticeship standard.

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 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 the relevant EQA organisation.

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 Apprenti-kit that is 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 end-point assessment.

Key facts

Apprenticeship standard:	Team Leader
Level:	3
On-programme duration:	Typically 15 months
End-point assessment window:	Typically 3 months
Grading:	Pass/distinction
End-point assessment methods:	Presentation with questions Professional discussion underpinned by a 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 is found in organisations where there is a requirement for first-line management and a need to support teams and senior management.

The broad purpose of the occupation is a team leader role, with operational and project responsibilities. They will have responsibility for managing individuals, a team, or elements of a project. They provide direction, instructions, and guidance to ensure the achievement of set goals. Team leaders are vital for the smooth functioning of all departments in any organisation and are often responsible for ensuring the function is correctly administered and maintained in line with legislation of the organisation's procedures.

In their daily work, an employee in this occupation interacts with their colleagues from other internal departments such as operational functions, HR, finance, legal, IT, sales, and marketing. This role also includes interaction with external stakeholders such as customers, clients, or suppliers. This role may involve off-site and hybrid working.

Team leaders may work as part of a network or in a range of team settings. They work within agreed budgets and available resources and report to mid-level and senior managers. They may occasionally be responsible for decision-making, but more often will guide or influence the decisions of others including collecting and interpreting data to find trends, analysing resources and identifying ways to save money and improve efficiency.

Roles/occupations may include duty lead, team leader, project lead, shift supervisor, supervisor and trading manager.

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.

On-programme requirements

Although learning, development and on-programme assessment is 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 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 preparation for the professional discussion and collation of the portfolio of evidence (such as a 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. Training, development and ongoing review activities should include:

- achievement of level 2 English and maths
- any qualifications specified by the employer
- completion of a portfolio through which the apprentice gathers evidence of their progress
- study days and training courses
- mentoring/buddy support
- regular performance reviews undertaken by the employer
- structured one-to-one reviews of their progress with their employer and/or training provider

Portfolio of evidence

The apprentice must compile a portfolio of evidence during their time on-programme that is mapped against the knowledge, skills and behaviours assessed in the professional discussion underpinned by a portfolio of evidence.

It will typically contain **16 discrete pieces of evidence**. Evidence may be used to demonstrate more than 1 knowledge, skill or behaviour as a qualitative approach is suggested as opposed to a quantitative approach.

Evidence sources for the portfolio may include:

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

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

The portfolio 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 portfolio must be accompanied by a portfolio matrix. This can be downloaded from our website. The portfolio matrix must be fully completed including a declaration by the employer and the apprentice to confirm that the portfolio is valid and attributable to the apprentice.

The portfolio of evidence must be submitted to Highfield at gateway. It is not directly assessed but underpins the professional discussion.

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.

Readiness for end-point assessment

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

- the apprentice must have achieved level 2 English and maths.
- the apprentice must have gathered a **portfolio of evidence** against the required elements to be put forward to be used as the basis for the professional discussion.
- the apprentice must have gathered their organisation's policies and procedures as requested by Highfield. For guidance, a list of examples has been provided below.
    - Policy and procedure relating to people and organisational culture
    - Policies supporting the delivery of operational requirements
    - Equity, diversity and inclusion in the workplace

  This list is not definitive. The policies and procedures may already be included as part of the portfolio of evidence.
- 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 a plan and schedule for each assessment activity to ensure all components can be completed within a typical 3-month end-assessment window. Further information about the gateway process is covered later in this kit.

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

Order of end-point assessments

There is no stipulated order of assessment methods. This will be discussed with the apprentice, training provider and/or employer with our scheduling team when scheduling the assessments to ensure that the learner is provided with the best opportunity to attempt the assessment.

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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 and end-point assessment plan (ST0384/IfATE v1.4, 2024)

https://www.instituteforapprenticeships.org/apprenticeship-standards/team-leader-v1-4

Specific considerations

Highfield's approach does not deviate from the assessment plan.

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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
- submitted a suitable portfolio of evidence to be used as the basis for the professional discussion underpinned by a portfolio of evidence (see the portfolio matrix)
- submitted their organisation's policies and procedures as requested by Highfield

Therefore, 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 an 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 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, such as an employee ID card or travel card

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The Team Leader apprenticeship standard

Below are the knowledge, skills and behaviours (KSBs) from the standard and related assessment criteria from the assessment plan. On-programme learning will be based upon the KSBs and the associated assessment criteria are used to assess and grade the apprentice within each assessment method.

Data collection and benchmarking	
Knowledge	**Skills**
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	**S3** Able to collate and interpret data and information and create reports
Presentation with questions	
Pass criteria	***Distinction criteria***
DC1 Outlines the **processes and policies** supporting the delivery (of the chosen topic) and the **regulation, legislation and compliance** which impacts their role and the organisation (K3, K5)	***DC4*** *Evaluates the impact of* ***external factors*** *and the influence of the wider social and economic environment in which the organisation operates (on the chosen topic) (K15, K21)*

DC2 Explains how (the chosen topic) considers **external factors** affecting the workplace, how they are managed, and the influence of the wider social and economic environment in which the organisation operates (K15, K21) **DC3** Collates and interprets data and information to create reports tailored to the needs of different audiences (K20, S3)	***DC5*** *Evaluates how well the reports they created met the needs of different audiences (K20, S3)*

Amplification and guidance

Processes and policies

- Describe the step-by-step procedures that are necessary to meet the operational objectives of the team:
    - workflow management
    - resource allocation
    - quality control processes
    - performance monitoring
- Highlight the internal rules and guidelines that ensure consistency and efficiency in operations

Regulation, legislation and compliance

- Define the key laws and regulations that impact the organisation, for example:
    - industry-specific regulations
    - employment laws
    - health and safety legislation
    - data protection laws

External factors

- Explain concepts such as:
    - sustainable practices
    - carbon footprint reduction

○ the move toward net zero emissions

Problem analysis and conclusions	
Knowledge	**Skills**
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	**S5** Use information and **problem-solving** techniques to provide solutions and influence the decision-making process
Presentation with questions	
Pass criteria	***Distinction criteria***
PA1 Explains how their role impacts on the organisation's strategy and objectives and the impact that **cross team working** has on delivering them (K6, K19) **PA2** Applies **communication techniques**, **problem-solving** and decision-making principles to provide solutions and influence the decision-making process (K9, K12, S5)	***PA3*** *Justifies their selection of* ***communication techniques***, ***problem-solving*** *and decision-making principles to provide solutions and influence the decision-making process (K9, K12, S5)*
Amplification and guidance	
Organisational strategy	

- Sets out the actions a company plans to take to achieve their long-term goals

Communication techniques

- Communication methods:
  - verbal
  - non-verbal
  - written
  - digital communication
- Emphasising on the importance of:
  - clarity
  - active listening
  - adapting to the audience

Problem-solving

- Can include:
  - mind-mapping
  - fishbone diagram
  - strengths, weaknesses, opportunities and threats (SWOT) analysis
  - political, economic, social, technological, legal and environmental (PESTLE) analysis

Cross-team working

- Define cross-team working as collaboration between different departments or teams to achieve common goals

<table>
<tr><th colspan="6">People and relationships</th></tr>
<tr><th colspan="2">Knowledge</th><th colspan="2">Skills</th><th colspan="2">Behaviours</th></tr>
<tr><td colspan="2">K11 Stakeholder management</td><td colspan="2">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</td><td colspan="2">B2 Supports an inclusive culture, treating colleagues and external stakeholders fairly and with respect</td></tr>
<tr><th colspan="6">Presentation with questions</th></tr>
<tr><th colspan="3">Pass criteria</th><th colspan="3">Distinction criteria</th></tr>
<tr><td colspan="3">PR1 Explains how they manage and maintain relationships with a diverse workforce and stakeholders, set objectives, monitor progress and provide guidance and feedback for individual and team performances (K11, S9, S15)

PR2 Explains how they proactively support the delivery of equity, diversity and inclusion in the workplace and monitor the impact on their team (S17, B2)</td><td colspan="3">PR3 Evaluates the impact in the workplace of promoting an inclusive culture (S17, B2)</td></tr>
<tr><th colspan="6">Amplification and guidance</th></tr>
<tr><td colspan="6">Feedback
Includes feedback to the team, wider business, customers, stakeholders and one’s line manager
Can relate to a product, promotion or something that they have personally undertaken</td></tr>
</table>

Stakeholders
• A stakeholder can be a person or a company/organisation who has 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

Future plans and opportunities		
Knowledge	**Skills**	**Behaviours**
K16 The impact that internal and external factors such as environmental impacts, have on their role	**S18** Identify future changes in the sector such as **technology** advances that may impact their organisation	**B5 Works flexibly** and adapts to circumstances

Presentation with questions	
Pass criteria	***Distinction criteria***
FP1 Describes the impact of internal and external factors on their role, identifying how they will work flexibly to adapt to future changes in the sector that may affect their organisation (K16, S18, B5)	*No distinction criteria.*

Amplification and guidance

Technology
• How current and future technology improvements and/or changes can influence their organisation:
  ○ future technology
  ○ artificial intelligence (AI)

- competitors use of technology

Works flexibly

- How to adapt to change quickly
- Identifying and overcoming barriers to change

Building a high performing team		
Knowledge	**Skills**	**Behaviours**
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	**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	**B1** Acts professionally, ethically and with integrity **B4** Seeks learning opportunities and continuous **professional development**

Professional discussion underpinned by a portfolio of evidence	
Pass criteria	***Distinction criteria***
BH1 Describes their approach to identifying and supporting the learning and development needs of team members, as well as seeking out opportunities to develop their own learning and **professional development** (K2, S4, B4)	***BH5*** *Evaluates their approach to supporting and promoting equity, diversity, and inclusion in terms of impact on the workplace (K10, K23, B1)*

BH2 Describes the **leadership**, management and performance management techniques and tools they use to organise, **prioritise**, and allocate work activities (K1, K17, S2) **BH3** Explains their approach to sharing best practice and advising stakeholders on the practical application of regulation and legislation relevant to their work within the organisation (S12) **BH4** Explains how they have ethically and inclusively applied policies and procedures relating to people and **organisational culture** to support equity, diversity, and inclusion in the workplace (K10, K23, B1)	

Amplification and guidance

Organisational culture

- Different ways to categorise types of culture:
    - Charles Handy:
        - power culture
        - role culture
        - task culture
        - person culture
    - 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

Leadership

- Styles of leadership:

- the ways in which a team leader or supervisor can provide guidance, direction and motivation to their staff and teams
- leadership styles include:
  - democratic leadership
  - autocratic leadership
  - laissez-faire leadership
  - transformational leadership
- other leadership styles that might be mentioned are emotional leadership styles, for example:
  - visionary
  - coaching
  - affiliate
  - pacesetting
  - commanding

- Motivation techniques:
  - benefits of having a motivated workforce
  - setting goals and SMART objectives
  - offering continuous professional development (CPD) opportunities
  - providing staff incentives
  - recognising individual and team achievements

Prioritise

- Time management:
  - planning time each day through diary management or to-do lists
  - avoiding distractions
  - setting achievable deadlines
  - prioritising workload
  - red, amber, green (RAG) rating
  - effectively delegating tasks (when appropriate)

- Compare and contrast the pros and cons of paper-based and electronic systems for diary and to-do lists:
    - ease of use
    - repeating events
    - electronic/paper-based reminders

Professional development

- Includes taking onboard feedback from others that has informed a personal development plan and subsequent actions they took to address this feedback

Communication and implementing operational plans	
Knowledge	**Skills**
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	**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
Professional discussion underpinned by a portfolio of evidence	
Pass criteria	***Distinction criteria***
CI1 Explains how they use and manage **resources** and collaborate with stakeholders to implement and deliver operational goals and team plans within their level of responsibility and accountability (K7, K18, S1, S14) **CI2** Explains how they communicated the impact of organisational strategy on different stakeholders using different types of media to ensure understanding (S11, S13)	***CI3*** *Evaluates the impact of the techniques they have used to communicate how organisational strategy impacts stakeholders, suggesting improvements to facilitate their understanding of what is required (S11, S13)*
Amplification and guidance	
Resources • People • Funding • Equipment	

• Facilities • Technology/technological support • Human resources (HR) systems/processes

Managing change and continuous improvement	
Knowledge	**Skills**
K13 Principles of **change** management and continuous improvement **K22** Approaches to **managing budgets**, and options and choices to maximise efficient use of resources	**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**
Professional discussion underpinned by a portfolio of evidence	
Pass criteria	***Distinction criteria***
MC1 Explains how they apply the principles of **change** management and continuous improvement to work processes to identify areas where performance can be enhanced (K13, S7) **MC2** Describes how they negotiate with and challenge stakeholders and others, when managing **change**, and the activities used to resolve and reduce **conflict** (S10, S16) **MC3** Describes their approach to **managing budgets** and maximising the use of resources (K22)	***MC4** Evaluates the extent to which continuous improvement techniques improve work processes (K13, S7)*

Amplification and guidance

Change
• Consider organisational change:
  ○ culture
  ○ needs
  ○ drivers
• Team changes:
  ○ employees
  ○ job roles
  ○ structure
• Potential external influences for change:
  ○ regulatory
  ○ political
  ○ legislative
  ○ social change
  ○ consumer behaviour
  ○ competitor analysis
• Resistance to change
• Identifying and overcoming barriers to change
• Kotter's 8-stage change model
 	
Managing budgets
• Review actual costs to budgets and state reasons for any overage, with an action plan to address
• Address any shortfalls in sales budgets with pro-active plans
• Review budgets on a regular basis

Conflict • Include conflicts and disagreements between individual team members, or between the team/team members and the wider business, leadership, customers, stakeholders, suppliers or regulators

Using technology

Knowledge	Skills
K14 IT and **software** used to support the activities of the business	**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
Professional discussion underpinned by a portfolio of evidence	
Pass criteria	***Distinction criteria***
UT1 Describes the **technology**, **software**, and methods they use to produce documentation and support activities for the business, and how they monitor their use to reduce energy consumption when not in use (K14, S8, S19)	*No distinction criteria.*
Amplification and guidance	
Software • Types of software used in the role • How software is used to produce documentation • How software usage is monitored	

Technology
• Linked to the sustainability targets of the organisation:
  ○ screen timer
  ○ power-saver mode
• How to act as a role model to reduce the carbon footprint of the brand or organisation

Contributing to a project		
Knowledge	**Skills**	**Behaviours**
K4 Project management tools and techniques **K8 Time management** and prioritisation tools	**S6** Use digital tools for planning and project management to monitor project progress, taking corrective action to deliver against the project plan	**B3** Takes accountability and ownership of their tasks and workload
Professional discussion underpinned by a portfolio of evidence		

Pass criteria	*Distinction criteria*
CP1 Explains how they utilise **project management tools** and techniques to plan a project, prioritise activities, monitor progress, and take corrective action to deliver against the project plan on time whilst taking ownership of the tasks (K4, K8, S6, B3)	*No distinction criteria.*
Amplification and guidance	
Project management tools • Gantt charts	

- Program evaluation review technique (PERT) charts
- Process flow charts
- Work breakdown structure (WBS)
- Product breakdown structure (PBS)
- Critical path analysis (CPA)

Time management

- Planning time each day through:
    - diary management or to-do lists
    - avoiding distractions
    - setting achievable deadlines and prioritising workload
    - red, amber, green (RAG) rating
    - effectively delegating tasks when appropriate
- Compare and contrast the pros and cons of paper-based and electronic systems for diary and to-do lists:
    - cloud-based (multi-device)
    - ease of use
    - repeating events and electronic reminders

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Assessment summary

The end-point assessment for the Team Leader apprenticeship standard is made up of 2 assessment methods:

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

As an employer/training provider, you should agree 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, which will be used to determine a grade for each individual. The grade will be determined using the combined grades.

Presentation with questions

All assessment methods are weighted equally. Apprentices will be marked against the pass and distinction criteria outlined in this kit.

- 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 not have achieved all of the pass criteria

The presentation with questions should be conducted in a suitable location such as an employer's or training provider's premises.

Professional discussion underpinned by a portfolio of evidence

All assessment methods are weighted equally. Apprentices will be marked against the pass and distinction criteria outlined in this kit.

- 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 not have achieved all of the pass criteria

The professional discussion underpinned by a portfolio of evidence may be conducted using technology such as video link, as long as fair assessment conditions can be maintained.

Grading

The apprenticeship includes pass and distinction grades, with the final grade based on the apprentice's combined performance in each assessment method.

To achieve a pass, the apprentice is required to pass both of the assessment methods.

To achieve a distinction, the apprentice must achieve a distinction in the presentation with questions and the professional discussion underpinned by a portfolio of evidence.

The overall grade for the apprentice is determined using the matrix below:

Presentation with questions	Professional discussion underpinned by a portfolio of evidence	Overall grade awarded
Fail	Fail	**Fail**
Any grade	Fail	**Fail**
Fail	Any grade	**Fail**
Pass	Pass	**Pass**
Distinction	Pass	**Pass**
Pass	Distinction	**Pass**
Distinction	Distinction	**Distinction**

Retake and resit information

If an apprentice fails 1 or both end-point assessment methods, they can take a resit or retake at their employer's discretion. The employer needs to agree that a resit or retake is appropriate. If a resit is chosen, please call the Highfield scheduling team to arrange the resit. If a retake is chosen, the apprentice will require a period of further learning and will need to complete a retake checklist. Once this is completed, please call the Highfield scheduling team to arrange the retake.

A resit is typically taken within **2 months** of the EPA outcome notification. The timescale for a retake will be dependent on how much retraining is required but is typically taken within **3 months** of the EPA outcome notification.

When undertaking a resit or retake, the assessment method(s) will need to be reattempted 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.

Any EPA component resit/retake must be taken within a **6-month** period from the EPA outcome notification, otherwise, the entire EPA must be retaken in full. Apprentices should have a supportive action plan to prepare for the resit/retake.

Apprentices who achieve a pass grade cannot resit or retake the EPA to achieve a higher grade. Where any assessment method has to be resat or retaken, the apprentice will be awarded a maximum grade of pass, unless there are exceptional circumstances that are beyond the control of the apprentice as determined by Highfield.

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Assessing the presentation with questions

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 by Highfield, 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

Highfield 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 to Highfield by the end of **week 4** of the EPA period. The apprentice must notify Highfield, 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

Highfield 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 presentation 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

Presentation with questions mock assessment

It is suggested that a mock assessment is carried out by the apprentice in advance of the end-point assessment with the training provider/employer giving feedback on any areas for improvement. 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 with questions in preparation for the real thing. The most appropriate form of mock assessment will depend on the apprentice's setting and the resources available at the time.

When planning a mock assessment, the employer/training provider should include the following elements:

- the mock presentation with questions should be **50 minutes**, typically with the presentation lasting **20 minutes** followed by **30 minutes** of questioning.
- consider a recording of the mock assessment and allow it to be played back 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 allow them to express their knowledge and experience in a calm and comfortable manner. For example:
    - data collection and benchmarking
        - Explain how you interpret data to create materials that are tailored for different stakeholders.
    - problem analysis and conclusions
        - Tell me about a time when you used communication to help provide a solution to a problem.
        - How does your role in particular impact on the work your team does to deliver an objective?
    - people and relationships
        - Explain to me how you are proactively ensuring your workplace remains inclusive.
    - future plans and opportunities
        - What factors within the business impact on your day-to-day role?

Presentation with questions criteria

Throughout the presentation with questions, the assessor will review the apprentice's competence in the criteria outlined below.

Apprentices should prepare for the presentation with questions by considering how the criteria can be met and reflecting on their past experiences.

Data collection and benchmarking
To pass, the following must be evidenced.
DC1 Outlines the processes and policies supporting the delivery (of the chosen topic) and the regulation, legislation and compliance which impacts their role and the organisation (K3, K5) **DC2** Explains how (the chosen topic) considers external factors affecting the workplace, how they are managed, and the influence of the wider social and economic environment in which the organisation operates (K15, K21) **DC3** Collates and interprets data and information to create reports tailored to the needs of different audiences (K20, S3)
To gain a distinction, the following must be evidenced
DC4 *Evaluates the impact of external factors and the influence of the wider social and economic environment in which the organisation operates (on the chosen topic) (K15, K21)* ***DC5*** *Evaluates how well the reports they created met the needs of different audiences (K20, S3)*

Problem analysis and conclusions
To pass, the following must be evidenced.
PA1 Explains how their role impacts on the organisation's strategy and objectives and the impact that cross team working has on delivering them (K6, K19) **PA2** Applies communication techniques, problem-solving and decision-making principles to provide solutions and influence the decision-making process (K9, K12, S5)
To gain a distinction, the following must be evidenced
PA3 *Justifies their selection of communication techniques, problem-solving and decision-making principles to provide solutions and influence the decision-making process (K9, K12, S5)*

People and relationships
To pass, the following must be evidenced.
PR1 Explains how they manage and maintain relationships with a diverse workforce and stakeholders, set objectives, monitor progress and provide guidance and feedback for individual and team performances (K11, S9, S15) **PR2** Explains how they proactively support the delivery of equity, diversity and inclusion in the workplace and monitor the impact on their team (S17, B2)
To gain a distinction, the following must be evidenced
***PR3** Evaluates the impact in the workplace of promoting an inclusive culture (S17, B2)*

Future plans and opportunities
To pass, the following must be evidenced.
FP1 Describes the impact of internal and external factors on their role, identifying how they will work flexibly to adapt to future changes in the sector that may affect their organisation (K16, S18, B5)
To gain a distinction, the following must be evidenced
No distinction criteria

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Assessing the 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 professional discussion 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

Professional discussion underpinned by a portfolio of evidence mock assessment

It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment. Highfield recommends that the apprentice experiences a mock professional discussion underpinned by a portfolio of evidence in preparation for the real thing. The most appropriate form of mock professional discussion underpinned by a portfolio of evidence 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 underpinned by a portfolio of evidence should take place in a suitable location.
- a **60-minute** time slot should be available to complete the professional discussion underpinned by a portfolio of evidence, 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 underpinned by a portfolio of evidence 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 allow them to express their knowledge and experience in a calm and comfortable manner. For example:

- building a high-performing team
  - Tell me about a time when you used a specific management technique to prioritise your work activities.
- communication and implementing operational plans
  - Explain how you collaborate with other stakeholders to complete tasks and objectives.
- managing change and continuous improvement
  - What approach do you use to manage budgets and maximise all available resources?
- using technology
  - What technology have you used to produce the documentation that supports the completion of projects?
- contributing to a project
  - Tell me about a time when you have used project management tools to take corrective action to deliver a project on schedule.

Professional discussion underpinned by a portfolio of evidence criteria

Throughout the **60-minute** professional discussion underpinned by a portfolio of evidence, the assessor will review the apprentice's competence in the criteria outlined below.

Apprentices should prepare for the professional discussion underpinned by a portfolio of evidence by considering how the criteria can be met.

Building a high performing team
To pass, the following must be evidenced.
BH1 Describes their approach to identifying and supporting the learning and development needs of team members, as well as seeking out opportunities to develop their own learning and professional development (K2, S4, B4) **BH2** Describes the leadership, management and performance management techniques and tools they use to organise, prioritise, and allocate work activities (K1, K17, S2) **BH3** Explains their approach to sharing best practice and advising stakeholders on the practical application of regulation and legislation relevant to their work within the organisation (S12) **BH4** Explains how they have ethically and inclusively applied policies and procedures relating to people and organisational culture to support equity, diversity, and inclusion in the workplace (K10, K23, B1)
To gain a distinction, the following must be evidenced.
***BH5** Evaluates their approach to supporting and promoting equity, diversity, and inclusion in terms of impact on the workplace (K10, K23, B1)*

Communication and implementing operational plans
To pass, the following must be evidenced.
CI1 Explains how they use and manage resources and collaborate with stakeholders to implement and deliver operational goals and team plans within their level of responsibility and accountability (K7, K18, S1, S14) **CI2** Explains how they communicated the impact of organisational strategy on different stakeholders using different types of media to ensure understanding (S11, S13)
To gain a distinction, the following must be evidenced.
***CI3** Evaluates the impact of the techniques they have used to communicate how organisational strategy impacts stakeholders, suggesting improvements to facilitate their understanding of what is required (S11, S13)*

Managing change and continuous improvement
To pass, the following must be evidenced.
MC1 Explains how they apply the principles of change management and continuous improvement to work processes to identify areas where performance can be enhanced (K13, S7) **MC2** Describes how they negotiate with and challenge stakeholders and others, when managing change, and the activities used to resolve and reduce conflict (S10, S16) **MC3** Describes their approach to managing budgets and maximising the use of resources (K22)
To gain a distinction, the following must be evidenced.
MC4 *Evaluates the extent to which continuous improvement techniques improve work processes (K13, S7)*

Using technology
To pass, the following must be evidenced.
UT1 Describes the technology, software, and methods they use to produce documentation and support activities for the business, and how they monitor their use to reduce energy consumption when not in use (K14, S8, S19)
To gain a distinction, the following must be evidenced.
No distinction criteria

Contributing to a project
To pass, the following must be evidenced.
CP1 Explains how they utilise project management tools and techniques to plan a project, prioritise activities, monitor progress, and take corrective action to deliver against the project plan on time whilst taking ownership of the tasks (K4, K8, S6, B3)
To gain a distinction, the following must be evidenced.
No distinction criteria

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