

# Highfield Level 3 End-Point Assessment for Team Leader/Supervisor

## End-Point Assessment Kit



# Highfield Level 3 End-Point Assessment for Team Leader/Supervisor

EPA Kit

## Contents

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

<a href="#">Introduction</a>	<a href="#">5</a>
<a href="#">The Highfield Approach</a>	<a href="#">8</a>
<a href="#">Gateway</a>	<a href="#">10</a>
<a href="#">The Team Leader/Supervisor Apprenticeship Standard</a>	<a href="#">12</a>
<a href="#">Assessment summary</a>	<a href="#">34</a>
<a href="#">Assessing the knowledge test</a>	<a href="#">37</a>
<a href="#">Assessing the competency-based interview</a>	<a href="#">40</a>
<a href="#">Assessing the professional discussion</a>	<a href="#">46</a>
<a href="#">Assessing the portfolio of evidence</a>	<a href="#">49</a>

# How to use this EPA kit

Welcome to the Highfield End-Point Assessment Kit for the Team Leader/Supervisor 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/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 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/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/Supervisor end-point assessment.

## Key facts

<b>Apprenticeship standard:</b>	Team Leader/Supervisor
<b>Level:</b>	3
<b>On Programme Duration:</b>	Minimum of 12 months
<b>Grading:</b>	Pass/merit/distinction
<b>End-Point Assessment methods:</b>	Knowledge test Structured, competency-based interview Professional discussion of a CPD activity 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/supervisor is a first line management role, with operational/project responsibilities or responsibility for managing a team to deliver a clearly defined outcome. They provide direction, instructions and guidance to ensure the achievement of set goals. In the private, public or third sector and in all sizes of organisation, specific responsibilities will vary, but the knowledge, skills and behaviours needed by employees will be the same whatever the role.

Key responsibilities are likely to include supporting, managing and developing team members, managing projects, planning and monitoring workloads and resources, delivering operational plans, resolving problems and building relationships internally and externally.

Roles/occupations may include supervisor, team leader, project officer, shift supervisor, foreperson and shift manager.

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

## 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/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 preparation for the interview 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.

It is recommended, but not required, that the on-programme assessment includes:

- the completion and achievement of a relevant level 3 qualification in management recognised by Ofqual, equating to at least 370-hours total qualification time (37 credits). Where a qualification is not used, there should be provision of underpinning knowledge and training with regular assessments to an equivalent standard, quality and scope, which can be evidenced.
- registration with a relevant professional body to provide access to management resources, wider networks, and CPD activities.
- regular performance reviews undertaken by the employer.
- development of a portfolio of evidence including reports, assignments, evidence of tasks undertaken, observations and ongoing presentations.
- development of a personal development plan (PDP).
- observations (recorded by the training provider)\*.
- ongoing professional discussions between apprentice and training provider relating to projects and assignments (recorded by the training provider)\*.
- feedback from line manager, peers and direct reports (including 180/360-degree feedback or equivalent).

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

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.

## **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, but it is recommended. 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. Both qualifications are recognised by Ofqual and equate to 370-hours total qualification time (37 credits) or above.

## Readiness for end-point assessment

---

In order 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 put forward as a component of the end-point assessment. This should 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 a plan and schedule for each assessment activity to ensure all components can be completed within the end-assessment window. The assessment plan does not specify an assessment window for this standard. Highfield suggest a 3-month assessment window that starts from the attempt of the first activity.

## Order of end-point assessments

---

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

- the assessment of the portfolio of evidence
- the knowledge test
- the structured, competency-based interview
- the professional discussion of the CPD activity

[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/AP02)

<https://www.instituteforapprenticeships.org/media/1497/team-leader-assessment-plan-revised-24-10-17.pdf>

## Specific considerations

All of the evidence criteria used within the end-point assessment have been written by Highfield and are based on the Team Leader/Supervisor Apprenticeship Standard and assessment plan. There is no carry-over of assessment criteria between assessment methods.

The assessment plan does not specify the length of each assessment component and so Highfield has designated the following time periods, based on the criteria to be covered.

### Knowledge test:

Highfield has set the knowledge test to contain 30 multiple-choice questions that must be completed within 1 hour. The following criteria will be applied:

- to achieve a **pass**, apprentices will score 15 or above
- **unsuccessful** apprentices will have scored 14 or below

### Competency-based interview:

Highfield has designated 1 hour for the competency-based interview. Total marks available for this component is 30. The following criteria will be applied:

- to achieve a **pass**, apprentices will achieve 15 marks or above
- **unsuccessful** apprentices will have achieved 14 marks or below

### Professional discussion on CPD activity:

The professional discussion will focus on a CPD activity. The assessment plan for this standard does not specify which standards should be assessed in the professional discussion. Therefore, Highfield has written 4 assessment criteria meeting the



requirements laid out in the assessment plan, each worth 5 marks, 20 marks in total. It will last 40 minutes.

The following criteria will be applied:

- to achieve a **pass**, apprentices will achieve 10 marks or above
- **unsuccessful** apprentices will have achieved 9 marks or below

Portfolio of evidence:

To remove over-assessment of the topics listed within the apprenticeship standard, Highfield has ensured the portfolio of evidence will assess the remaining knowledge, skills and behaviours not already assessed by the knowledge test, competency-based interview or professional discussion. The evidence within their portfolio must be their own work and may have been collated during the on-programme part of their apprenticeship.

Total marks available for this component is 20. The following criteria will be applied:

- to achieve a **pass**, apprentices will achieve 10 marks or above
- **unsuccessful** apprentices will have achieved 9 marks or below

[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 employer 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/Supervisor Apprenticeship Standard

The following pages contain the Team Leader/Supervisor apprenticeship standard and the assessment criteria in a format that is suitable for delivery.

Leading people	
Knowledge	Skills
Understand different leadership styles and the benefits of coaching to support people and improve performance. Understand organisational cultures, equality, diversity and inclusion.	Able to communicate organisation strategy and team purpose, and adapt style to suit the audience. Support the development of the team and people through coaching, role modelling values and behaviours, and managing change effectively.
Knowledge test	
Criteria covered in knowledge test	
K1.1	Compare different <b>leadership styles</b>
K1.2	Explain the benefits of coaching to support people and improve performance
K1.3	Explain different <b>organisation cultures</b>
K1.4	Explain the importance of equality and diversity and inclusion within an organisation
Structured competency-based interview	
Criteria covered in structured, competency-based interview	
S1.1	Communicate <b>organisation strategy</b> and <b>team purpose</b>
S1.2	Adapt <b>communication styles</b> to suit audience
S1.3	Support the development of a team and individuals through coaching and role modelling values and behaviours
S1.4	Manage <b>change</b> effectively

### 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.
- **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.
- **Organisation strategy:**
  - sets out the actions a company plans to take to achieve their long-term goals.
- **Team purpose:**
  - includes team planning, decision making, defining and distributing responsibilities and tasks. Establishing shared goals and a shared vision of how outcomes could be achieved and understanding why the outcomes are required/necessary.
- **Communication style:**
  - can include different methods of written and verbal communication, e.g. being assertive, body language, tone.
- **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

## Managing people

Knowledge	Skills
Understand people and team management models, including team dynamics and motivation techniques. Understand HR systems and legal requirements, and performance management techniques including setting goals and objectives, conducting appraisals, reviewing performance, absence management, providing constructive feedback, and recognising achievement and good behaviour	Able to build a high-performing team by supporting and developing individuals, and motivating them to achieve. Able to set operational and personal goals and objectives and monitor progress, providing clear guidance and feedback.
<b>Knowledge test</b>	
<b>Criteria covered in knowledge test</b>	
K2.1 Compare <b>people management</b> and <b>team management</b> models, including team dynamics and <b>motivation techniques</b> K2.2 Explain different <b>HR systems</b> and <b>legal requirements</b> K2.3 Evaluate <b>performance management techniques</b>	
<b>Structured competency-based interview</b>	
<b>Criteria covered in structured, competency-based interview</b>	
S2.1 Support and develop individuals, and motivate them to achieve. S2.2 Identify effective ways to set operational goals S2.3 Set short and long-term personal goals S2.4 <b>Monitor individual's progress</b> , providing clear guidance and feedback	
<b>Amplification and guidance</b>	
<ul style="list-style-type: none"> <li>• <b>People management:</b> <ul style="list-style-type: none"> <li>○ can include some HR functions such as organizing annual leave, managing sickness, pay reviews, appraisals, time management etc.</li> <li>○ also includes setting individual goals, CPD, career aspirations, succession planning and managing poor performance effectively</li> </ul> </li> </ul>	

- **Team management:**
  - can include setting team objectives, goals and priorities, reviewing team performance and managing decision-making processes.
  - 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
- **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
- **HR systems:**
  - 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
- **Performance management techniques:**
  - 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 individual’s progress:**
  - this can be done through appraisal, one to ones, monitoring key performance indicators, performance management, etc.

Building relationships	
Knowledge	Skills
Understand approaches to customer and stakeholder relationship management, including emotional intelligence and managing conflict. Know how to facilitate cross team working to support delivery of organisational objectives	Building trust with and across the team, using effective negotiation and influencing skills, and managing any conflicts. Able to input to discussions and provide feedback (to team and more widely), and identify and share good practice across teams. Building relationships with customers and managing these effectively.
Knowledge test	
Criteria covered in knowledge test	
K3.1	Explain and evaluate approaches to customer and <b>stakeholder</b> relationship management, including <b>emotional intelligence</b> and managing conflict
K3.2	Explain how to facilitate working across different teams to support the delivery of organisational objectives
Structured competency-based interview	
Criteria covered in structured, competency-based interview	
S3.1	Build trust with and across the team, using effective negotiation and influencing skills.
S3.2	Manage <b>conflicts</b> within a team.
S3.3	Engage in discussions and provide <b>feedback</b> .
S3.4	Identify and share good practice across teams.
S3.5	Build relationships with customers.
S3.6	Manage relationships with customers effectively



### Amplification and guidance

- **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
- **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.
- **Conflicts:**
  - 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.
- **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.

## Communication

Knowledge	Skills
Understand different forms of communication and their application. Know how to chair meetings, hold challenging conversations, provide constructive feedback and understand how to raise concerns	Able to communicate effectively (verbal, written, digital), chair meetings and present to team and management. Use of active listening and provision of constructive feedback
Knowledge test	
Criteria covered in knowledge test	
K4.1 Explain <b>different forms of communication</b> and their application. K4.2 Explain how to; <ul style="list-style-type: none"> <li>• chair meetings</li> <li>• hold <b>challenging conversations</b></li> <li>• provide <b>constructive feedback</b></li> <li>• understand how to raise concerns</li> </ul>	
Structured competency-based interview	
Criteria covered in structured, competency-based interview	
S4.1 Demonstrate effective <b>communication</b> ; S4.2 Demonstrate the use of <b>active listening</b> S4.3 Provide <b>constructive feedback</b>	

### Amplification and guidance

- **Different forms of communication, for example:**
  - oral or written presentation
  - email
  - noticeboard
  - internal memos
  - team meetings/briefs
  - one to one meetings
- **Challenging conversations:**
  - unhappy customers
  - disciplining staff
  - addressing sensitive issues
- **Constructive feedback:**
  - this 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.
- **Communication:**
  - verbal, written, digital
  - have an understanding of nonverbal communications and its implications.
  - chairing meetings
  - presenting information to teams and management

- **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.

## Operational management

Knowledge	Skills
Understand how organisational strategy is developed. Know how to implement operational/team plans and manage resources and approaches to managing change within the team. Understand data management, and the use of different technologies in business	Able to communicate organisational strategy and deliver against operational plans, translating goals into deliverable actions for the team, and monitoring outcomes. Able to adapt to change, identifying challenges and solutions. Ability to organise, prioritise and allocate work, and effectively use resources. Able to collate and analyse data, and create reports.
<b>Knowledge test</b>	
<b>Criteria covered in knowledge test</b>	
<p>K5.1 Explain the purpose of an <b>organisational strategy</b></p> <p>K5.2 Explain how an <b>organisational strategy</b> is developed</p> <p>K5.3 Explain how to implement operational/team plans</p> <p>K5.4 Explain how to manage resources and how to manage <b>change</b> within the team</p> <p>K5.5 Explain your understanding of <b>data management</b> and the use of different technologies in business</p>	
<b>Structured competency-based interview</b>	
<b>Criteria covered in structured, competency-based interview</b>	
<p>S5.1 Communicate the <b>organisational strategy</b> to individuals and teams</p> <p>S5.2 Deliver <b>organisational strategy</b> against operational plans, translating goals into deliverable actions for the team, and monitoring outcomes.</p> <p>S5.3 Adapt to change, identifying challenges and solutions.</p> <p>S5.4 Organise, prioritise and allocate work by effectively using resources.</p> <p>S5.5 Collate and analyse data</p> <p>S5.6 Create reports</p>	

### Amplification and guidance

- **Change:**
  - Kotter's 8-stage change model
  - identifying and overcoming barriers to change
- **Organisation strategy:**
  - strategic plan: this sets out the actions a company plans to take to achieve their long-term goals
- **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

Project management	
Knowledge	Skills
Understand the project lifecycle and roles. Know how to deliver a project including: managing resources, identifying risks and issues, using relevant project management tools	Able to organise, manage resources and risk, and monitor progress to deliver against the project plan. Ability to use relevant project management tools, and take corrective action to ensure successful project delivery
Knowledge test	
Criteria covered in knowledge test	
K6.1	Explain the <b>project lifecycle</b>
K6.2	Identify typical <b>project roles</b>
K6.3	Illustrate how to deliver a project including: <ul style="list-style-type: none"> <li>managing <b>resources</b></li> <li>identifying risks and issues</li> <li>using relevant <b>project management tools</b></li> </ul>
Structured competency-based interview	
Criteria covered in structured, competency-based interview	
S6.1	Organise and manage resources and risk
S6.2	Monitor progress to deliver against the project plan
S6.3	Use relevant <b>project management tools</b> , and take corrective action to ensure successful project delivery

### Amplification and guidance

- **Project lifecycle:**
  - 5-phase project management, Weiss & Wysocky
  - 5-stage process, Association for Project Management
- **Project roles:**
  - the roles of different individuals within the project team.
  - this could include specific roles within your business and reference theories such as Belbin.
- **Resources:**
  - people
  - funding
  - equipment
  - facilities
  - technology-/technological support
- **Project management tools:**
  - this could include Gantt charts, PERT charts, process flow charts, work break down structure, product breakdown structure and critical path analysis



<b>Finance</b>	
Knowledge	Skills
Understand organisational governance and compliance, and how to deliver value for money. Know how to monitor budgets to ensure efficiencies and that costs do not overrun	Applying organisational governance and compliance requirements to ensure effective budget controls
Knowledge test	
Criteria covered in knowledge test	
K7.1 Explain <b>organisational governance</b> and compliance K7.2 Explain how to deliver <b>value for money</b> K7.3 Explain how to <b>monitor budgets</b>	
Structured competency-based interview	
Criteria covered in structured, competency-based interview	
S7.1 Apply organisational governance and compliance requirements to ensure effective control of budgets	
Amplification and guidance	
<ul style="list-style-type: none"> <li>• <b>Organisational governance:</b> <ul style="list-style-type: none"> <li>○ set of policies, regulations, functions, processes, procedures and responsibilities by which a company is directed and controlled. These include checks and balances which ensure that not too much power is concentrated in the hands of one person.</li> </ul> </li> <li>• <b>Value for money:</b> <ul style="list-style-type: none"> <li>○ value for money is determined by the customer over the lifetime of the product/service and may not be the cheapest initial purchase cost</li> <li>○ achieving the best mix of quality and effectiveness for the least outlay</li> </ul> </li> </ul>	

- **Monitor budgets:**

- review actual costs to budgets and state reasons for any overage, with action plan to address. Likewise, for sales budgets address any shortfalls with pro-active plans
- reviewing budgets on a regular basis

Awareness of self	
Knowledge	Skills
Know how to be self-aware and understand unconscious bias and inclusivity. Understand learning styles, feedback mechanisms and how to use emotional intelligence.	Able to reflect on own performance, seek feedback, understand why things happen, and make timely changes by applying learning from feedback received.
Portfolio of evidence	
Criteria covered in portfolio of evidence	
K8.1 Explain how to be self-aware K8.2 Explain the terms <b>unconscious bias</b> and inclusivity. K8.3 Describe and analyse different <b>learning styles</b> K8.4 Identify own <b>learning style</b> and how this affects personal development K8.5 Identify feedback mechanisms and how to use <b>emotional intelligence</b>	
S8.1 Reflect on own performance S8.2 Seek feedback on own performance S8.3 Understand cause and effect in relation to own action, and make timely changes by applying learning from feedback received	
Amplification and guidance	
<ul style="list-style-type: none"> <li>• <b>Unconscious bias:</b> <ul style="list-style-type: none"> <li>○ bias that we are unaware of, and which can therefore happen unknowingly.</li> </ul> </li> <li>• <b>Learning styles:</b> <ul style="list-style-type: none"> <li>○ these can include: Fleming and Mills - VARK – Visual, Aural, Read/Write and Kinaesthetic. Kolb – the converger, the diverger, the assimilator and the accommodator.</li> </ul> </li> </ul>	

- **Emotional intelligence:**

- this is the ability of observing, understanding and controlling the emotions of yourself, while being able to empathise and build rapport with others. It is 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.

Management of self	
Knowledge	Skills
Understand time management techniques and tools, and how to prioritise activities and approaches to planning	Able to create an effective personal development plan, and use time management techniques to manage workload and pressure
Portfolio of evidence	
Criteria covered in portfolio of evidence	
K9.1	Describe and evaluate <b>time management techniques</b> and tools
K9.2	Explain how to prioritise activities
K9.3	Describe effective approaches to planning
S9.1	Create an effective personal development plan
S9.2	Use <b>time management techniques</b> to manage workload and pressure
Amplification and guidance	
<ul style="list-style-type: none"> <li>• <b>Time management techniques:</b> <ul style="list-style-type: none"> <li>○ includes: planning your time each day through diary management or to do lists, avoiding distractions, setting achievable deadlines and prioritizing workload, and effectively delegating tasks when appropriate.</li> <li>○ compare and contrasting 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.</li> </ul> </li> </ul>	

Decision making	
Knowledge	Skills
Understand problem solving and decision-making techniques, and how to analyse data to support decision making	Use of effective problem-solving techniques to make decisions relating to delivery using information from the team and others, and able to escalate issues when required
Portfolio of evidence	
Criteria covered in portfolio of evidence	
K10.1 Explain <b>problem solving</b> and decision-making techniques	
K10.2 Explain how to analyse data to support decision making	
S10.1 Use effective <b>problem-solving techniques</b> to make decisions using information from the team and others	
S10.2 Escalate issues when required	
Amplification and guidance	
<ul style="list-style-type: none"> <li>• <b>Problem solving techniques:</b> <ul style="list-style-type: none"> <li>○ Can include brainstorming, fishbone diagram, SWOT analysis and PESTLE analysis</li> </ul> </li> </ul>	

## Takes responsibility

### Behaviour

Drive to achieve in all aspects of work. Demonstrates resilience and accountability. Determination when managing difficult situations.

### Portfolio of evidence

#### Criteria covered in portfolio of evidence

- B11.1 Takes responsibility in all aspects of work
- B11.2 Demonstrates resilience, determination and accountability

## Inclusive

### Behaviour

Open, approachable, authentic, and able to build trust with others. Seeks views of others.

### Portfolio of evidence

#### Criteria covered in portfolio of evidence

- B12.1 Be open, approachable and authentic
- B12.2 Build trust with others
- B12.3 Seek views of others

## Agile

### Behaviour

Flexible to the needs of the organisation. Is creative, innovative and enterprising when seeking solutions to business needs. Positive and adaptable, responds well to feedback and need for change.

### Portfolio of evidence

#### Criteria covered in portfolio of evidence

- B13.1 Be flexible to the needs of the organisation
- B13.2 Demonstrate creativity, innovation and enterprise when seeking solutions to business needs
- B13.3 Demonstrate a positive and adaptable attitude
- B13.4 Respond well to feedback and need for change

## Professionalism

### Behaviour

Sets an example, and is fair, consistent and impartial. Open and honest. Operates within organisational values.

### Portfolio of evidence

#### Criteria covered in portfolio of evidence

- B14.1 Lead by example
- B14.2 Be fair, consistent and impartial
- B14.3 Demonstrate openness and honesty
- B14.4 Operate within organisational values



## CPD activity

### Professional discussion

#### Criteria covered in professional discussion

CPD15.1 Keep and maintain a **CPD log**

CPD15.2 Outline the objectives of the CPD activity(s) they have undertaken

CPD15.3 Explain what they undertook as part of this CPD activity

CPD15.4 Reflect on how CPD improves their ability, performance or confidence in their job role

### Amplification and guidance

- **CPD log:**
  - to include:
    - formal learning/training
    - informal learning/training
    - professional discussions with mentors/supervisors concerning career development
    - assignments or projects undertaken

[Click here to return to contents](#)

# Assessment summary

The end-point assessment for the Team Leader/Supervisor Apprenticeship Standard is made up of 4 components:

1. 1-hour knowledge test consisting of 30 multiple-choice questions
2. Structured, competency-based interview lasting approximately 1-hour
3. Professional discussion of a CPD activity or log lasting approximately 40-minutes
4. 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 and a mark allocated. The grade will be determined using the combined mark.

## Knowledge test

---

The knowledge test is weighted at 30% of the end-point assessment. Total marks available are 30.

- To achieve a **pass**, apprentices will score at least 15 out of 30
- **Unsuccessful** apprentices will have scored 14 or below

The test may be delivered online or be paper-based and should be in a 'controlled' environment.

## Competency-based interview

---

The competency-based interview is weighted at 30% of the end-point assessment. Total marks available are 30.

- To achieve a **pass**, apprentices will score at least 15 out of 30
- **Unsuccessful** apprentices will have scored 14 or below

The competency-based interview may be conducted using technology such as video link, as long as fair assessment conditions can be maintained.

## Professional discussion

---

The professional discussion is weighted at 20% of the end-point assessment. Total marks available are 20.

- To achieve a **pass**, apprentices will score at least 10 out of 20
- **Unsuccessful** apprentices will have scored 9 or below

The professional discussion may be conducted using technology such as video link, as long as fair assessment conditions can be maintained.

## Portfolio of evidence

---

The portfolio of evidence is weighted at 20% of the end-point assessment. Total marks available are 20.

- To achieve a **pass**, apprentices will score at least 10 out of 20
- **Unsuccessful** apprentices will have scored 9 or below

All evidence must be mapped to the assessment criteria outlined within this document. A matrix sheet is provided on the Highfield Assessment website.

## Grading

---

The marks awarded for each assessment component is combined to calculate a final mark out of 100. This final mark will determine the overall grade, as per the table below:

Total mark achieved	Grade
49 or less	Fail
50 - 59	Pass
60 – 69	Merit
70+	Distinction

## Retake and re-sit information

---

If an apprentice fails an end-point assessment method, it is the decision of the employer, provider and apprentice as to whether a resit or retake is attempted. 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 new gateway readiness meeting and report. Once this is completed, please call the Highfield scheduling team to arrange the retake.

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.

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 knowledge test

---

The following knowledge areas of the Team Leader/Supervisor Apprenticeship Standard will be assessed by a 1-hour knowledge test consisting of 30 multiple-choice questions with a pass mark of 50% (15 out of 30).

The topics covered within the test are listed below.

- Leading people
- Managing people
- Building relationships
- Communication
- Operational management
- Project management
- Finance

In each paper, questions will cover each of the areas above, however not every aspect of every area will be covered in every test.

### Before the assessment

The employer/training provider should:

- brief the apprentice on the areas that will be assessed by the knowledge test.
- in readiness for end-point assessment, set the apprentice a mock knowledge test. Two tests are available to download from the Highfield Assessment website. The mock tests are available as paper-based tests and also on the Highfield Works mock e-assessment system.

## Knowledge test criteria

Leading people	
Understand different leadership styles and the benefits of coaching to support people and improve performance. Understand organisational cultures, equality, diversity and inclusion	<p>K1.1 Compare different <b>leadership styles</b></p> <p>K1.2 Explain the benefits of coaching to support people and improve performance</p> <p>K1.3 Explain different <b>organisation cultures</b></p> <p>K1.4 Explain the importance of equality and diversity and inclusion within an organisation</p>

Managing people	
Understand people and team management models, including team dynamics and motivation techniques. Understand HR systems and legal requirements, and performance management techniques including setting goals and objectives, conducting appraisals, reviewing performance, absence management, providing constructive feedback, and recognising achievement and good behaviour.	<p>K2.1 Compare <b>people management</b> and <b>team management</b> models, including team dynamics and <b>motivation techniques</b></p> <p>K2.2 Explain different <b>HR systems</b> and <b>legal requirements</b></p> <p>K2.3 Evaluate <b>performance management techniques</b></p>

Building relationships	
Understand approaches to customer and stakeholder relationship management, including emotional intelligence and managing conflict. Know how to facilitate cross team working to support delivery of organisational objectives	<p>K3.1 Explain and evaluate approaches to customer and <b>stakeholder</b> relationship management, including <b>emotional intelligence</b> and managing conflict</p> <p>K3.2 Explain how to facilitate working across different teams to support the delivery of organisational objectives</p>

Communication	
Understand different forms of communication and their application. Know how to chair meetings, hold challenging conversations, provide constructive feedback and understand how to raise concerns	K4.1 Explain different forms of communication and their application
	K4.2 Explain how to <ul style="list-style-type: none"> <li>• chair meetings</li> <li>• hold <b>challenging conversations</b></li> <li>• provide <b>constructive feedback</b></li> <li>• raise concerns</li> </ul>

Operational management	
Understand how organisational strategy is developed. Know how to implement operational/team plans and manage resources and approaches to managing change within the team. Understand data management, and the use of different technologies in business	K5.1 Explain the purpose of an <b>organisational strategy</b>
	K5.2 Explain how an <b>organisational strategy</b> is developed
	K5.3 Explain how to implement operational/team plans
	K5.4 Explain how to manage resources and how to manage change within the team
	K5.5 Explain your understanding of <b>data management</b> and the use of different technologies in business

Project management	
Understand the project lifecycle and roles. Know how to deliver a project including: managing resources, identifying risks and issues, using relevant project management tools	K6.1 Explain the project lifecycle
	K6.2 Identify typical <b>project roles</b>
	K6.3 Illustrate how to deliver a project including: <ul style="list-style-type: none"> <li>• managing resources</li> <li>• identifying risks and issues</li> <li>• using relevant <b>project management tools</b></li> </ul>

Finance	
Understand organisational governance and compliance, and how to deliver Value for Money. Know how to monitor budgets to ensure efficiencies and that costs do not overrun.	K7.1 Explain <b>organisational governance</b> and compliance
	K7.2 Explain how to deliver Value for Money
	K7.3 Explain how to <b>monitor budgets</b>

[Click here to return to contents](#)

## Assessing the competency-based interview

---

The assessment plan states that the competency-based interview will be structured. Therefore, the interview will be led by the end-point assessor who will use a series of competency-based questions to target the skills criteria outlined in the following pages. Apprentices should give examples and specific explanations of how they have used their skills in a relevant real-life situation and base their answers on prior experience rather than talking about the topic in a theoretical way.

The interview will take place in a suitable environment and last for 1 hour. Learners will be awarded with a mark based on their coverage of the assessment criteria.

The competency-based interview is weighted at 30% of the end-point assessment. Total marks available are 30.

- To achieve a **pass**, apprentices will score at least 15 out of 30
- **Unsuccessful** apprentices will have scored 14 or below

Highfield would encourage the employer/training provider and the apprentice to plan for the interview by familiarising themselves with the skills criteria that will be assessed and reflect on their experience in a team leading/supervisory role.

Apprentices may bring resources or on-programme evidence to the interview however the end-point assessor will only assess the apprentice's responses to the questions posed; any supplementary evidence will **not** be assessed against the criteria separately. Any supplementary evidence the apprentice wishes to bring with them should be kept to a minimum so that it does not act as a distraction and therefore allows the apprentice to make the best use of time. All supplementary evidence **must** be the apprentice's own work, in accordance with the declaration signed at gateway.

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?

Employers will be allowed to be present during the assessment however, in the interests of standardisation, they will **not** be permitted to ask questions or contribute to the assessment process. They may assist by allowing support in contextualising or using terminology that the apprentice better understands.



## **Before the assessment:**

Employers/training providers should:

- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which team leader/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 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

## **Competency-based interview 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 competency-based interview 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 interview should take place in a suitable location.
- a 1-hour time slot should be available for the interview, if it is intended to be a complete mock interview 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 interview 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 give examples for how they have met each area in the standard. For example:
  - Leading people
    - Tell me about a time you have had to adapt your communication style to suit the audience. How did you know this had been achieved?
  - Managing people
    - What methods have you used to set operational goals for your team?
    - What processes have you used to monitor the progress of your team's short- and long-term goals?
  - Building relationships/communication
    - Tell me about a time you had to manage a conflict situation.
    - Tell me about a time you identified good practice in your team. How did you identify it and how did you share it amongst your team?

## Competency-based interview criteria

Throughout the 1-hour competency-based interview, the assessor will review the apprentice's competence in the criteria outlined below and allocate the relevant mark out of 30. Most assessment criteria are worth 1 mark however broader criteria are worth 2 marks.

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

The apprentice will	Indicative assessment criteria	Marks
<b>Leading people</b>		
Able to communicate organisation strategy and team purpose, and adapt style to suit the audience. Support the development of the team and people through coaching, role modelling values and behaviours, and managing change effectively.	S1.1 Communicate <b>organisation strategy</b> and <b>team purpose</b>	4
	S1.2 Adapt <b>communication styles</b> to suit audience	
	S1.3 Support the development of a team and individuals through coaching and role modelling values and behaviours	
	S1.4 Manage <b>change</b> effectively	

The apprentice will	Indicative assessment criteria	Marks
<b>Managing people</b>		
Able to build a high-performing team by supporting and developing individuals, and motivating them to achieve. Able to set operational and personal goals and objectives and monitor progress, providing clear guidance and feedback.	S2.1 Support and develop individuals, and motivate them to achieve	4
	S2.2 Identify effective ways to set operational goals	
	S2.3 Set short and long-term personal goals	
	S2.4 <b>Monitor individual's progress</b> , providing clear guidance and feedback	

The apprentice will	Indicative assessment criteria	Marks
<b>Building relationships</b>		
Building trust with and across the team, using effective negotiation and influencing skills, and managing any conflicts. Able to input to discussions and provide	S3.1 Build trust with and across the team, using effective negotiation and influencing skills	7
	S3.2 Manage <b>conflicts</b> within a team	

The apprentice will	Indicative assessment criteria	Marks
<b>Building relationships</b>		
feedback (to team and more widely), and identify and share good practice across teams. Building relationships with customers and managing these effectively.	S3.3 Engage in discussions and provide feedback	
	S3.4 Identify and share good practice across teams	
	S3.5 Build relationships with customers	
	S3.6 Manage relationships with customers effectively	

The apprentice will	Indicative assessment criteria	Marks
<b>Communication</b>		
Able to communicate effectively (verbal, written, digital), chair meetings and present to team and management. Use of active listening and provision of constructive feedback.	S4.1 Demonstrate effective <b>communication</b>	3
	S4.2 Demonstrate the use of <b>active listening</b>	
	S4.3 Provide <b>constructive feedback</b>	

The apprentice will	Indicative assessment criteria	Marks
<b>Operational management</b>		
Able to communicate organisational strategy and deliver against operational plans, translating goals into deliverable actions for the team, and monitoring outcomes. Able to adapt to change, identifying challenges and solutions. Ability to organise, prioritise and allocate work, and effectively use resources. Able to collate and analyse data, and create reports.	S5.1 Communicate the <b>organisational strategy</b> to individuals and teams	7
	S5.2 Deliver <b>organisational strategy</b> against operational plans, translating goals into deliverable actions for the team, and monitoring outcomes	
	S5.3 Adapt to change, identifying challenges and solutions	
	S5.4 Organise, prioritise and allocate work by effectively using resources	
	S5.5 Collate and analyse data	
	S5.6 Create reports	

The apprentice will	Indicative assessment criteria	Marks
<b>Project management</b>		
Able to organise, manage resources and risk, and monitor progress to deliver against the project plan. Ability to use relevant project management tools, and take corrective action to ensure successful project delivery.	S6.1 Organise and manage resources and risk S6.2 Monitor progress to deliver against the project plan S6.3 Use relevant <b>project management tools</b> , and take corrective action to ensure successful project delivery	4

The apprentice will	Indicative assessment criteria	Marks
<b>Finance</b>		
Applying organisational governance and compliance requirements to ensure effective budget controls.	S7.1 Apply organisational governance and compliance requirements to ensure effective control of budgets	1

[Click here to return to contents](#)

## Assessing the professional discussion

---

The professional discussion will focus on additional learning or CPD the apprentice has undertaken during the apprenticeship. It will be led by the end-point assessor and should be appropriately structured to draw out the best of the apprentice's energy, enthusiasm, competence and excellence.

The apprentice should identify the objective of the CPD activity(s) they have undertaken, reflect on the outcome and explain how the knowledge or skills they gained were applied in their work. The activity(s) may be:

- an activity undertaken during their level 3 diploma, including assignments or projects
- details of any formal or informal learning undertaken
- details of any professional discussions undertaken with a mentor

Highfield has provided a CPD log template which may be referred to during the professional discussion. Alternative CPD logs may also be used.

The professional discussion will need to take place in a suitable environment and should last for approximately 40 minutes.

The professional discussion is weighted at 20% of the end-point assessment. Total marks available are 20.

- To achieve a **pass**, apprentices will score at least 10 out of 20
- **Unsuccessful** apprentices will have scored 9 or below

The CPD activity does not explicitly relate to a specific component part of the standard however it is a requirement as part of the assessment plan. Apprentices can use appropriate example(s) covering any aspect of their role and will be assessed against the criteria included in the tables on the following pages.

Employers will be allowed to be present during the assessment however, in the interests of standardisation, they will **not** be permitted to ask questions or contribute to the assessment process. They may assist by allowing support in contextualising or using terminology that the apprentice better understands.

### Before the assessment:

Employers/training providers should:

- plan the professional discussion to allow the apprentice the opportunity to demonstrate each of the required standards
- 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

## 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 40-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.
- ensure the apprentice uses at least 1 CPD activity they have undertaken.
- 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:
  - what did you want to improve?
  - in what ways did you think improving this would help your performance in your role?
  - what did you do to improve your knowledge/skill in this area?
  - were you successful in improving your performance longer term? Why?

## Professional discussion criteria

---

Throughout the 40-minute professional discussion, the assessor will review the apprentice's competence in the criteria outlined below and allocate a mark out of 20. Each assessment criterion is worth up to 5 marks.

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

### CPD activity

- |         |  |
|---------|--|
| CPD15.1 | Keep and maintain a CPD log  |
| CPD15.2 | Outline the objectives of the CPD activity(s) they have undertaken                     |
| CPD15.3 | Explain what they undertook as part of this CPD activity                               |
| CPD15.4 | Reflect on how CPD improves their ability, performance or confidence in their job role |

[Click here to return to contents](#)



## Assessing the portfolio of evidence

---

The portfolio of evidence will assess the knowledge, skills and behaviours from the standard that are not already assessed within the knowledge test, competency-based interview or professional discussion. The portfolio of evidence will be produced by the apprentice during the on-programme learning, supported by their employer/training provider, and will demonstrate their best work. It must enable them to show how they have applied their knowledge and understanding and demonstrated the required behaviours in a real work environment to achieve real work objectives.

The portfolio of evidence will typically comprise around 10-20 pieces of evidence, which will be generated over the period of the apprenticeship and will provide evidence of the apprentices' ability to apply and demonstrate team leading and management concepts. Evidence in the portfolio must all be related back to the apprentice's role and/or workplace.

It is expected that portfolios will contain approximately 10-20 pieces of evidence and may include:

- performance reviews between employer and apprentice
- feedback from line manager, direct reports and peers
- personal development plans (PDPs)
- reflective accounts
- project plans and other work plans
- data analysis activities
- case studies
- team meeting minutes or recordings (recorded by the training provider)
- reports or written assignments
- observations (recorded by the training provider)
- professional discussions between apprentice and training provider relating to projects and assignments showing decision making skills (recorded by the training provider)

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/Supervisor standards and accompany the portfolio when submitted to Highfield Assessment.

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

The portfolio of evidence is weighted at 20% of the end-point assessment. Total marks available are 20.

- To achieve a **pass**, apprentices will score at least 10 out of 20
- **Unsuccessful** apprentices will have scored 9 or below

The end-point assessor will use a marking scheme to determine the mark achieved out of 20. This is based on coverage of the assessment criteria and a raw score converted into a mark out of 20.

### **Before the assessment:**

Employers/training providers should:

- ensure the apprentice knows which team leader/supervisor standards will be assessed.
- support the apprentice in gathering appropriate evidence e.g. by taking recordings, holding professional discussions and documenting performance reviews.
- ensure the portfolio of evidence is mapped to the assessment criteria on the following pages and that this mapping is provided to Highfield Assessment when the portfolio is submitted for assessment. A sample matrix sheet is provided at the end of this document.

Apprentices will be assessed against the criteria included in the tables on the following pages.

## Portfolio of evidence criteria

The apprentice will	Indicative assessment criteria
<b>Awareness of self</b>	
Know how to be self-aware and understand unconscious bias and inclusivity. Understand learning styles, feedback mechanisms and how to use emotional intelligence	K8.1 Explain how to be self-aware K8.2 Explain the terms <b>unconscious bias</b> and inclusivity. K8.3 Describe and analyse different <b>learning styles</b> K8.4 Identify own <b>learning style</b> and how this affects personal development K8.5 Identify feedback mechanisms and how to use <b>emotional intelligence</b>

The apprentice will	Indicative assessment criteria
<b>Awareness of self</b>	
Able to reflect on own performance, seek feedback, understand why things happen, and make timely changes by applying learning from feedback received	S8.1 Reflect on own performance S8.2 Seek feedback on own performance S8.3 Understand cause and effect in relation to own action, and make timely changes by applying learning from feedback received

The apprentice will	Indicative assessment criteria
<b>Management of self</b>	
Understand time management techniques and tools, and how to prioritise activities and approaches to planning	K9.1 Describe and evaluate <b>time management techniques</b> and tools K9.2 Explain how to prioritise activities K9.3 Describe effective approaches to planning

The apprentice will	Indicative assessment criteria
<b>Management of self</b>	
Able to create an effective personal development plan, and use time management techniques to manage workload and pressure	S9.1 Create an effective personal development plan S9.2 Use <b>time management techniques</b> to manage workload and pressure

The apprentice will	Indicative assessment criteria
<b>Decision making</b>	
Understand problem solving and decision-making techniques, and how to analyse data to support decision making	K10.1 Explain <b>problem solving</b> and decision-making techniques K10.2 Explain how to analyse data to support decision making

The apprentice will	Indicative assessment criteria
<b>Decision making</b>	
Use of effective problem-solving techniques to make decisions relating to delivery using information from the team and others, and able to escalate issues when required	S10.1 Use effective <b>problem-solving techniques</b> to make decisions using information from the team and others S10.2 Escalate issues when required

The apprentice will	Indicative assessment criteria
<b>Takes responsibility</b>	
Drive to achieve in all aspects of work. Demonstrates resilience and accountability. Determination when managing difficult situations	B11.1 Takes responsibility in all aspects of work B11.2 Demonstrates resilience, determination and accountability

The apprentice will	Indicative assessment criteria
<b>Inclusive</b>	
Open, approachable, authentic, and able to build trust with others. Seeks views of others	B12.1 Be open, approachable and authentic B12.2 Build trust with others B12.3 Seek views of others

The apprentice will	Indicative assessment criteria
<b>Agile</b>	
Flexible to the needs of the organisation. Is creative, innovative and enterprising when seeking solutions to business needs. Positive and adaptable, responds well to feedback and need for change	B13.1 Be flexible to the needs of the organisation B13.2 Demonstrate creativity, innovation and enterprise when seeking solutions to business needs B13.3 Demonstrate a positive and adaptable attitude B13.4 Respond well to feedback and need for change

The apprentice will	Indicative assessment criteria
<b>Professionalism</b>	
Sets an example, and is fair, consistent and impartial. Open and honest. Operates within organisational values	B14.1 Lead by example B14.2 Be fair, consistent and impartial B14.3 Demonstrate openness and honesty B14.4 Operate within organisational values

[Click here to return to contents](#)