



APPRENTICESHIP STANDARD

TEAM LEADER OR SUPERVISOR

FULL SPECIFICATION

| | |
|-----------------|-------------------------------|
| Level | 3 |
| Duration | 12 Months (Not including EPA) |
| Maximum Funding | £4,500 |
| Code | ST0384 |



FutureQuals®



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About FutureQuals

FutureQuals works together with employers and industry experts to develop End-Point Assessments, materials and tools. We provide a first class service for your End-Point Assessment needs and we ensure that we support your employees in every step towards their End-Point Assessment.

Our processes ensure that the apprentice has sufficient knowledge, skills and behaviours in their area of work, as determined by the Level 3 Team Leader or Supervisor Apprenticeship Standard and Assessment Plans.

FutureQuals is a recognised and approved End-Point Assessment Organisation and appears on the Register of End-Point Assessment Organisations (RoEPAO). FutureQuals are the EPAO within Future(Awards & Qualifications) Ltd.

More information on our processes and End-point Assessment can be found on our website or by contacting us at EPAO@futurequals.com.

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The Team Leader or Supervisor Role

Overview of the Role

A Team leader or supervisor is a first line management role, with operational and 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. Working in the private, public or third sector and in all sizes of organisation; specific responsibilities will vary, but the knowledge, skills and behaviours needed 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 may include: Supervisor, Team leader, Project officer, Shift supervisor, Foreperson and Shift manager.

Introduction to End-point Assessment

Summary of Assessment

Full time apprentices will typically spend 12 - 18 months on-programme (before the gateway) working towards the occupational standard, with a minimum of 20% off-the-job training. All apprentices must spend a minimum of 12 months on-programme.

The EPA period should only start, and the EPA be arranged, once the employer is satisfied that the apprentice is deemed to be consistently working at or above the level set out in the occupational standard, all of the pre-requisite gateway requirements for EPA have been met and can be evidenced to FutureQuals as the EPAO.

For level 3 apprenticeships and above, apprentices without English and mathematics at level 2 must achieve level 2 prior to taking their EPA.

The EPA must be completed within an EPA period lasting typically 4 months, after the EPA gateway.

The EPA consists of 2 discrete assessment methods and will have the following grades:

Assessment method 1: Presentation with questions and answers

- Fail
- Pass
- Distinction

Assessment method 2: Professional discussion underpinned by a portfolio of evidence

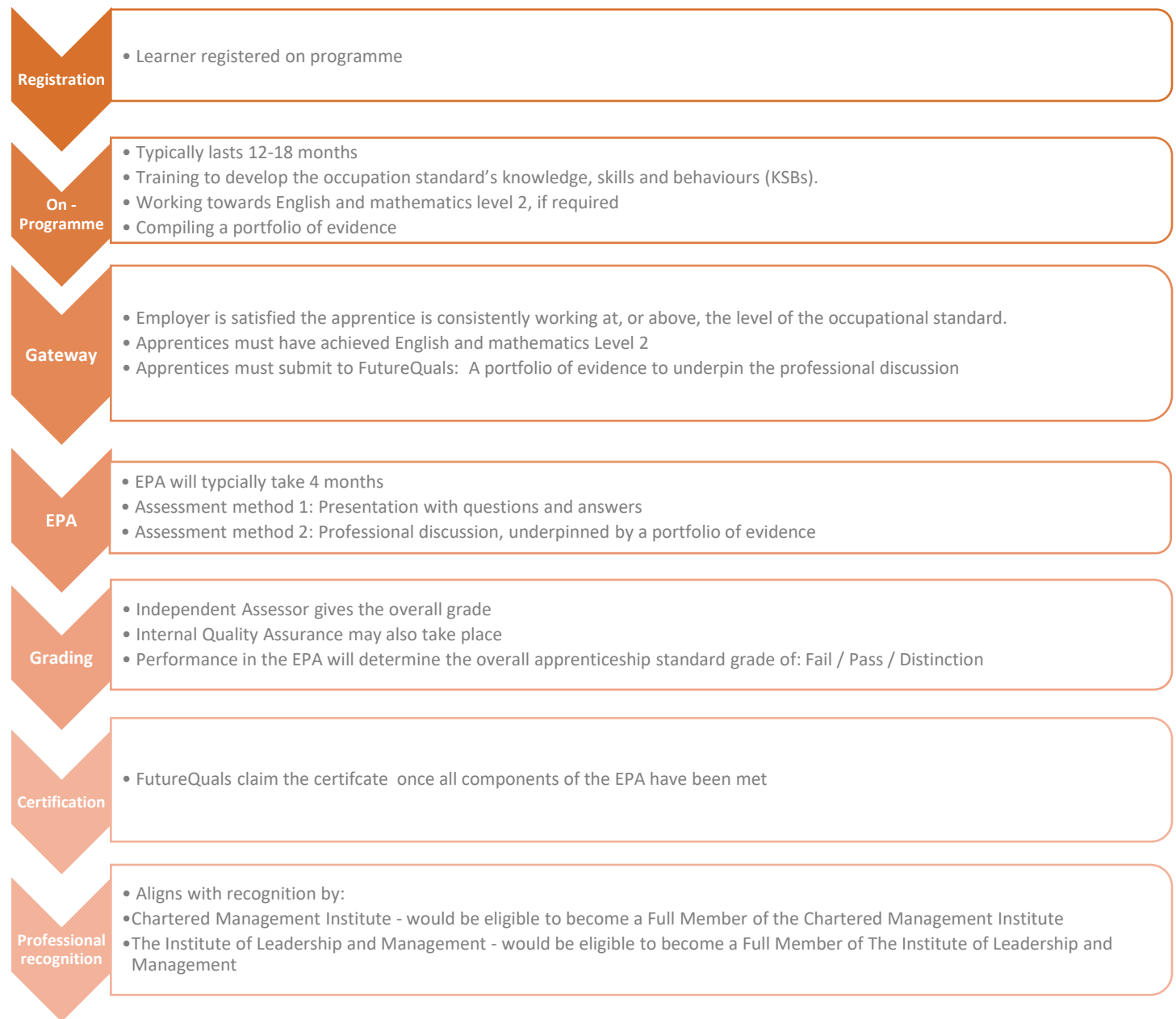
- Fail
- Pass
- Distinction

Performance in the EPA will determine the overall apprenticeship standard grade of:

- Fail
- Pass
- Distinction

End-point Assessment Process

Summary of the End-point Assessment



Length of EPA period

The EPA will be completed within an EPA period lasting typically 4 months, starting when FutureQuals has confirmed that all gateway requirements have been met.

Order of End-point Assessment methods

The assessment methods can be delivered in any order.

Assessment Gateway

The EPA period should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, that is to say they are deemed to have achieved occupational competence. In making this decision, the employer may take advice from the apprentice's training provider(s), but the decision must ultimately be made solely by the employer.

FutureQuals determines when all gateway requirements have been met, and the EPA period will only start once the FutureQuals has confirmed this.

In addition to the employer's confirmation that the apprentice is working at or above the level in the occupational standard, the apprentice must have completed the following gateway requirements prior to starting EPA:

- English and mathematics at level 2.

For those with an education, health and care plan or a legacy statement the apprenticeship's English and mathematics minimum requirement is Entry Level 3 and British Sign Language qualifications are an alternative to English qualifications for those whom this is their primary language.

For professional discussion underpinned by a portfolio of evidence, the apprentice will be required to submit:

- A completed portfolio of evidence

The portfolio of evidence requirements are as follows:

- The apprentice will have prepared a portfolio of evidence during the on-programme phase to support the professional discussion. The format and structure of the portfolio must be agreed between the employer and apprentice, and ideally will be presented electronically.
- The portfolio must include a mapping document which clearly shows how the evidence is mapped against the relevant knowledge, skills and behaviours that will be assessed by the professional discussion – see **Annex A** and **B**.
- Reflective accounts and self-evaluation cannot be included as evidence. The portfolio should not include any methods of self-assessment.
- The portfolio should contain written accounts of activities that have been completed and referenced against the relevant knowledge, skills and behaviours that will be assessed by the professional discussion, supported by appropriate evidence, such as:
 - video/audio extracts
 - written statements
 - project plans
 - reports
 - minutes

- observation reports
- presentations
- feedback from managers, supervisors or peers
- papers or reports written by the apprentice
- CPD Log / Personal Development Plan
- performance reviews.

This is not a definitive list; other evidence sources are allowable.

- The content must be sufficient to evidence the apprentice can apply the relevant knowledge, skills and behaviours required as mapped to assessment method 2 (professional discussion). There must be at least one piece of evidence relating to each knowledge, skill and behaviour mapped to assessment method 2. Each piece of evidence can be referenced against more than one knowledge, skill or behavioural requirement. It will typically have 20 pieces of evidence.
- Any employer contributions should focus only on direct observation of evidence (for example witness statements) rather than opinions.
- The evidence provided must be valid and attributable to the apprentice; the portfolio of evidence must contain a statement from the employer confirming this.
- The portfolio of evidence must be submitted to FutureQuals at the gateway point.

The portfolio is not directly assessed. It underpins the professional discussion and therefore will not be marked by the FutureQuals.

FutureQuals will review the portfolio of evidence in preparation for the professional discussion but are not required to provide feedback after this review of the portfolio.

End-Point Assessment methods

Assessment method 1: Presentation with questions and answers - (contains one component)

Overview

Apprentices will prepare and deliver a presentation (followed by questions and answers) based on topic(s) covered within the apprenticeship.

The rationale for this assessment method is:

Setting the presentation title post-gateway ensures the reliability and validity of the EPA, and the period between the apprentice's submission and the actual assessment, allows the FutureQuals IEPA to prepare appropriate questions pertinent to the presentation.

The presentation will allow the apprentice to demonstrate their knowledge, skills and behaviours relating to the KSBs assigned to this assessment method, allowing the FutureQuals IEPA to draw these out, and to assess performance against the distinction criteria. Questions and answers following the presentation must seek to assess KSBs not evidenced through the presentation and/or depth of understanding to assess performance against the distinction criteria.

The presentation should provide a summary of their role as a team leader and what they do and how this is relevant to their role and organisation. It should focus on how they tackle current topics and will cover all KSBs assigned to this method.

The apprentice will be given their presentation title post gateway by FutureQuals. The presentation will be based on one of the following topics:

- Reviewing ways to reduce cost and increase efficiency in a business environment
- Implementing a performance management process within a team or business unit
- Supporting their team through a period of change within their organisation
- Managing a difficult situation within their team
- As well as the above topics, FutureQuals have created and developed further topic areas that cover the relevant KSBs and give opportunity for the apprentice to meet the required 'pass' and 'distinction' grading criteria.

FutureQuals have taken steps to ensure the apprentice is given a presentation title, which allows the apprentice the opportunity to draw on what they have learnt and experienced during their apprenticeship.

Once the title has been set, the apprentice has 2 weeks in which to prepare and submit a copy of their presentation.

The FutureQuals IEPA will review the submitted presentation materials ahead of the presentation and prepare relevant questions. FutureQuals will then inform the apprentice of the date for the presentation with questions and answers, which will occur within 4 weeks of the presentation title being set.

Through their presentation and questioning, the apprentice must demonstrate they have met the criteria set out in the grading criteria in this End-point Assessment plan.

The presentation should cover the following elements:

- Identification of the topic areas being covered within the presentation
- Overview of the activities undertaken relating to the topic area and how these related to their role
- Results of chosen activity and lessons learned
- What was achieved as a result of the activities

The apprentice will present to the FutureQuals IEPA either via online video conferencing or face to face. If using an online platform, FutureQuals will ensure appropriate measures are in place to prevent misrepresentation and ensure that the apprentice is not aided in any way e.g. by the use of a 360- degree camera.

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

Presentation Delivery

A presentation followed by questions and answers will take place between the FutureQuals IEPA and the apprentice.

The presentation and questions will last 50 minutes plus 10% (at the discretion of the FutureQuals IEPA) if required. The presentation will typically last for 20 minutes and the questioning will typically last for 30 minutes in order to provide scope for the apprentice to demonstrate their full competence. The discretionary additional 10% time can be allocated in any proportion across the presentation and questioning.

A short break of up to 10 minutes may be taken between the presentation and question and answers to enable the FutureQuals IEPA to review the questions they have identified in advance in light of the presentation delivered.

To deliver the presentation, the apprentice is to have access to (where needed):

- PowerPoint or other slide presentation tool
- Flip chart and writing and drawing materials
- Video
- Computer
- Notes
- Any other requirements as notified to FutureQuals on submission of the presentation

The apprentice should be free to use whatever medium they wish, such as a poster, slides, or handouts. The presentation will be given in a controlled environment free from distractions - presenting only to the FutureQuals IEPA.

Following the presentation, the FutureQuals IEPA should ask a minimum of 5 questions, with one question from each of the following KSB groups: *team building and development, communication, organisational culture and strategy, problem solving, data analysis* (see **Annex A** for full descriptors against each area).

The purpose of these questions is to confirm the apprentice's understanding of the presentation and how it demonstrates the relevant knowledge, skills and behaviours. Follow up questions are allowed to seek clarification.

The FutureQuals IEPA will use their judgement when asking follow up questions on any aspect that was not clear from the presentation and to allow the apprentice the opportunity to evidence occupational competence at the highest level available, unless the apprentice has already achieved the highest grade available.

During this time the apprentice may refer to their presentation or presentation aides when answering questions.

Venue

The professional discussion should take place in a quiet room, free from distractions and influence. The presentation and questions can take place in any of the following:

- Employer's premises
- A suitable venue selected by FutureQuals (for example a training provider's premises)
- Video conferencing

The FutureQuals IEPA will use the assessment tools and procedures that are set by FutureQuals to record the response to questions.

Video conferencing can also be used to conduct the professional discussion, FutureQuals have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

Assessment method 2: Professional Discussion underpinned by a portfolio of evidence - (contains one component)

Overview

This assessment will take the form of a professional discussion which must be appropriately structured to draw out the best of the apprentice's competence and excellence and cover the KSBs assigned to this assessment method.

Questioning should assess the KSBs assigned to this assessment method and the apprentice may use their portfolio to support their responses.

The rationale for this assessment method is:

This assessment method was selected as a valid way to assess the KSBs. A professional discussion is not simply a question and answer session but a meaningful, in-depth two-way dialogue between the apprentice and the FutureQuals IEPA.

It allows the apprentice to use standardised questions and scenarios as a starting point to explore their own practice and experiences with the FutureQuals IEPA to show how they demonstrate the occupation's KSBs and that they are occupationally competent.

A professional discussion is a well-recognised method of checking knowledge, skills and behaviours.

Delivery

The FutureQuals IEPA will conduct and assess the professional discussion. The underpinning portfolio will have been submitted in line with FutureQuals requirements and at the gateway and must evidence all of the KSBs mapped to this assessment method.

The FutureQuals IEPA can use the contents of the portfolio to identify discussion areas for the professional discussion.

The professional discussion will last 60 minutes. The FutureQuals IEPA has the discretion to increase the time of the professional discussion by up to 10% to allow the apprentice to complete their last answer. Further time may be granted for apprentices with appropriate needs, in accordance with the FutureQuals Reasonable Adjustments Policy.

During this method, the FutureQuals IEPA must combine open ended questions from the FutureQuals question bank and those generated by themselves.

The professional discussion will be conducted as set out here:

- The professional discussion is a two-way conversation between the apprentice and the FutureQuals IEPA.
- The professional discussion must be appropriately structured to draw out the best of the apprentice's competence and excellence.

The FutureQuals IEPA must select 6 competency based questions to prompt discussions from a bank of competency based questions provided by FutureQuals. The FutureQuals IEPA may ask further questions for clarification purposes and to allow the apprentice the opportunity to cover the KSBs mapped to this assessment method. However, these questions will also be open and must not lead the apprentice.

Recording documentation for the professional discussion has been developed by FutureQuals.

The apprentice and the FutureQuals IEPA will have access to their own copies of the portfolio throughout the professional discussion and both can refer to it as needed.

The FutureQuals IEPA is trained by FutureQuals in the conduct of professional discussions, how to identify discussion areas from reviewing portfolio content, how to design their own questions, and in reaching consistent judgement. The FutureQuals IEPA will make notes of evidence/answers provided on the FutureQuals recording documentation.

The professional discussion should be graded fail, pass or distinction. The portfolio underpins the professional discussion and will not be assessed or graded during the End-point Assessment. The FutureQuals IEPA must allocate grades using the grading criteria.

The FutureQuals IEPA will use the assessment tools and procedures that are set by FutureQuals to record the professional discussion.

The FutureQuals IEPA will make all grading decisions.

Assessment location

The professional discussion is to be conducted in a quiet room, free from distractions and influence. The professional discussion can take place in any of the following:

- Employer's premises
- Suitable venue sourced by FutureQuals (e.g. training provider's premises)
- Via video conferencing

Video conferencing can be used to conduct the presentation with questioning and FutureQuals have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

Reasonable adjustments

FutureQuals have in place clear and fair arrangements for making reasonable adjustments to the assessment method for the End-point Assessment for this apprenticeship standard.

This includes how an apprentice qualifies for reasonable adjustments and what reasonable adjustments will be made.

The adjustments must maintain the validity, reliability and integrity of the assessment methods outlined in this EPA plan.

Weighting of assessment methods

All assessment methods are weighted equally in their contribution to the overall EPA grade.

Overall EPA grading

All EPA methods must be passed for the EPA to be passed overall.

To achieve a pass overall, the apprentice must achieve a pass in all assessment methods by meeting all the pass descriptors.

To achieve a distinction overall, the apprentice must achieve a distinction in all assessment methods by meeting all the distinction descriptors.

Grades from individual assessment methods should be combined in the following way to determine the grade of the EPA as a whole:

| Assessment method 1 – Presentation with questions and answers | Assessment method 2 - Professional discussion (underpinned by a portfolio of evidence) | Overall grading |
|---|--|-----------------|
| Fail | Fail | Fail |
| Fail | Pass | Fail |
| Fail | Distinction | Fail |
| Pass | Fail | Fail |
| Pass | Pass | Pass |
| Pass | Distinction | Pass |
| Distinction | Fail | Fail |
| Distinction | Pass | Pass |
| Distinction | Distinction | Distinction |

Re-sits and re-takes

Apprentices who fail one or more assessment methods will be offered the opportunity to take a re-sit or a re-take. A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for the re-sit or a re-take. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

An apprentice who fails an assessment method, and therefore the EPA in the first instance, will be required to re-sit or re-take any failed assessment method only.

Any assessment method re-sit or re-take must be taken within 3 months of the fail notification, otherwise the entire EPA must be taken again, unless in the opinion of FutureQuals exceptional circumstances apply outside the control of the apprentice or their employer.

Re-sits and re-takes are not offered to apprentices wishing to move from pass to distinction.

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

Roles and responsibilities

| Role | Responsibility |
|-------------------|--|
| Apprentice | As a minimum, apprentices should: <ul style="list-style-type: none"> ○ participate in development opportunities to improve their knowledge skills and behaviours as outlined in the occupational standard ○ undertake 20% off-the-job training as arranged by the employer and EPAO ○ meet all gateway requirements when advised by the employer ○ understand the purpose and importance of EPA and undertake EPA |
| Employer | As a minimum, employers should: <ul style="list-style-type: none"> ○ support the apprentice to achieve the KSBs outlined in the occupational standard to their best ability ○ determine when the apprentice is working at or above the level outlined in the occupational standard and is ready for EPA ○ select the EPAO ○ confirm arrangements with EPAO for the EPA (who, when, where) in a timely manner ○ ensure apprentice is well prepared for the EPA |

| | |
|--|---|
| | <ul style="list-style-type: none"> ○ should not be involved in the delivery of the EPA |
| FutureQuals (The EPAO) | <p>As a minimum, EPAOs should:</p> <ul style="list-style-type: none"> ○ understand the occupational role ○ appoint administrators/invigilators and markers to administer/invigilate and mark the EPA ○ provide training and CPD to the independent assessors they employ to undertake the EPA ○ provide adequate information, advice and guidance documentation to enable apprentices, employers and providers to prepare for the EPA ○ deliver the End-point Assessment outlined in this EPA plan in a timely manner ○ prepare and provide all required material and resources required for delivery of the EPA in-line with best practices ○ use appropriate assessment recording documentation to ensure a clear and auditable mechanism for providing assessment decision feedback to the apprentice ○ have no direct connection with the apprentice, their employer or training provider i.e. there must be no conflict of interest ○ maintain robust internal quality assurance (IQA) procedures and processes, and conduct these on a regular basis ○ conform to the requirements of the nominated external quality assurance body ○ organise standardisation events and activities in accordance with this plan's IQA section ○ organise and conduct moderation of independent assessors' marking in accordance with this End-point Assessment plan ○ have, and operate, an appeals process ○ arrange for certification with the relevant training provider |
| Independent End-point Assessors (IEPAs) | <p>As a minimum, FutureQuals IEPAs should:</p> <ul style="list-style-type: none"> ○ understand the occupational standard and End-point Assessment plan ○ deliver the End-point Assessment in-line with the EPA plan ○ comply to the IQA requirements of the EPAO ○ be independent of the apprentice, their employer and training provider(s) i.e. there must be no conflict of interest ○ satisfy the criteria outlined in this EPA plan ○ hold or be working towards an independent assessor qualification e.g. A1 and have had training from their EPAO in terms of good assessment practice, operating the assessment tools and grading ○ have the capability to assess the apprentice at this level ○ attend the required number of EPAOs standardisation and training events per year (as defined in the IQA section) |
| Training Providers (TPs) | <p>As a minimum, the training providers should:</p> <ul style="list-style-type: none"> ○ work with the employer to ensure that the apprentice is given the opportunities to develop the KSBs outlined in the occupational standard and monitor their progress during the on-programme period ○ advise the employer, upon request, on the apprentice's readiness for EPA prior to the gateway ○ plays no part in the EPA itself |

Internal Quality Assurance (IQA)

Internal quality assurance refers to the requirements that EPA organisations must have in place to ensure consistent (reliable) and accurate (valid) assessment decisions.

EPA organisations for this EPA must:

- appoint independent assessors who have knowledge and recent relevant experience of the

occupation/sector at Level 3 or above gained within the last five years or significant experience of the occupation/sector, which must be maintained through ongoing CPD

- appoint independent assessors who are competent to deliver the End-point Assessment
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- have robust quality assurance systems and procedures that support fair, reliable and consistent assessment across the organisation and over time
- operate induction training and standardisation events for independent assessors when they begin working for FutureQuals on this standard and before they deliver an updated assessment method for the first time
- ensure independent assessors participate in standardisation events on an ongoing basis and at least once per year.

External Quality Assurance (EQA)

External Quality Assurance for the End-point Assessment for this apprenticeship standard will be delivered by Ofqual.

Professional body recognition

On completion, apprentices may choose to register as Associate members with the Chartered Management Institute and/or the Institute of Leadership and Management, to support their professional career development and progression.

Contact Us

For more information about the EPAO, FutureQuals or the EPA please contact us on:

Phone: 01530 836668

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Annex A: Grading descriptors

Please note that the KSBs within the occupational standard have been sub-divided to reflect sentences within the KSB description (e.g. K4 has been broken down into two elements) and grouped to enable specific elements to be tested by each assessment method.

End-point Assessment method 1: Presentation with questions and answers

| KSBs by Group | Fail | Pass The apprentice must meet all of the pass descriptors below | Distinction The apprentice must meet all of the distinction descriptors below |
|---|---------------------------------|--|---|
| Team Building and Development K1.1 K3.2 S1.2 S5.3 B1.1 | Does not meet the pass criteria | <p>Explain how they use knowledge of leadership styles and facilitation of cross team working, to develop their team and individuals and improve performance and how this helps them to drive their team to meet their objectives. (K1.1, K3.2, B1.1)</p> <p>Demonstrates how they support the development of the team and manage change to deliver organisational objectives, through coaching, role modelling and the use of resources and prioritising work allocation. (S1.2, S5.3)</p> <p>Adapt their approach where required, to accommodate specific needs of individual team members. (S1.2)</p> | Analyse the effectiveness of appropriate academic theories and models and incorporates them appropriately in their approach to leadership and team building. (K1.1, S1.2) |
| Communication K4.1 K4.2 S3.3 S4.1 | Does not meet the pass criteria | <p>Select appropriate communication manner and medium to build and manage an effective relationship with customers and adapt their approach to suit their audience. (K4.1, S3.3)</p> <p>Describes, with examples, how they have chaired meetings, when they have presented to team/management, and how they facilitated the contributions of others. (S4.1)</p> <p>Explains how to approach challenging conversations, how to raise concerns and how to provide constructive feedback. (K4.2)</p> | <p>Evaluates how they build rapport with their audience, including customers and how this can be negatively and positively impacted on by the different communication approaches and styles (e.g. verbal, non-verbal, written, visual and digital/electronic). (K4.1, S3.3)</p> <p>Regulate the flow of conversations in the meetings they lead and compensate for both dominant and quiet voices to be heard equally. (K4.2, S4.1)</p> |
| Organisational Culture & Strategy K1.2 K5.1 S1.1 S5.1 B3.1 | Does not meet the pass criteria | <p>Explains the importance of an organisational culture, what it is influenced and informed by, and its responsibility to equality, diversity and inclusion. (K1.2)</p> <p>Describe how an organisational strategy is arrived at, and how both the strategy and culture are cascaded through an organisation, how they remain flexible in delivering it and how targets are achieved, and outcomes monitored. (B3.1, K5.1, S1.1, S5.1)</p> | <p>Analyses how culture can affect individuals in different ways and how different cultures can impact on team working and strategy. (K1.2, S5.1)</p> <p>Explains the impact their communication of operational plans has had on the deliverable actions for their team, and the steps they then took to mitigate any adverse effects arising from this communication. (K5.1, B3.1)</p> |

| | | | |
|--|---------------------------------|--|---|
| Problem Solving K3.1 K5.2 K10.1 S5.2 S10.1 B1.2 B1.3 B3.2 B3.3 | Does not meet the pass criteria | <p>Applies problem solving and decision making techniques. Explains how they take a positive and adaptive approach to change within their organisation, describing when they have shown accountability for personal and team objectives and resilience in challenging situations and an ability to adapt both their approach and that of their team, to operational change and challenges within their organisation, escalating issues when required. (K10.1, S5.2, S10.1, B1.2)</p> <p>Presents strategies to implement operational and/or team plans and manage resources. Identifies challenges and responds to feedback from their team and others to positively and proactively make business and delivery decisions, adapting plans and managing change to identify solutions. (K5.2, B3.3)</p> <p>Explains approaches taken to manage stakeholder and customer relationships which makes reference to emotional intelligence and conflict management techniques. (K3.1, B1.3)</p> <p>Describes how they work creatively, innovatively and are enterprising when seeking solutions to business needs. (B3.2)</p> | Analyses the successes and learning points from a period of change their organisation has experienced, and describes how the team leader's role enables their team to clearly understand success criteria. (K3.1, S5.2, B3.2, B3.3) |
| Data Analysis K5.3 K10.2 S5.4 | Does not meet the pass criteria | Use data, including collection, management and analysis, to create reports which support their decision making. (K5.3, K10.2, S5.4) | Evaluates how their analysis and management of either qualitative or quantitative data or different technologies has led, or will lead, to improved quality, efficiency or productivity within their organisation. (K.5.3, K10.2, S5.4) |

Assessment method 2: Professional discussion underpinned by a portfolio of evidence

| KSBs by Group | Fail | Pass The apprentice must meet all of the pass descriptors below | Distinction The apprentice must meet all of the distinction descriptors below |
|---|---------------------------------|---|--|
| Building a high performance team K2.1 K8.2 S2.1 S2.2 S3.1 S3.2 S4.2 B2.1 B4.1 | Does not meet the pass criteria | <p>Describes how they developed a high performing and motivated team by setting a fair, consistent and impartial example; setting, monitoring and supporting operational and personal objectives; building trust and using their understanding of team dynamics, management models, emotional intelligence, active listening and learning styles; and leading by example. (K2.1, K8.2, S2.1, S2.2, B4.1)</p> <p>Describes, with examples, when they have shared good practice with, and provided direction and constructive feedback to, their team (and more</p> | <p>Evaluates motivational practices and their benefits and drawbacks (e.g. recognition, reward, enrichment, consultation) and deploys them in their approach to team building. (K2.1, S2.1)</p> <p>Evaluates the principles of active listening and their benefits and deploys them appropriately in their approach to team management. (S4.2)</p> |

| | | | |
|--|---------------------------------|--|--|
| | | <p>widely), including how they actively listened and were fair, consistent and impartial in their approach (S3.2, S4.2, B2.1)</p> <p>Explains how they have built trust within and across the team, managed conflict and demonstrated effective influencing and negotiation skills. (S3.1)</p> | |
| Project Management K6.1 K6.2 S6.1 S6.2 | Does not meet the pass criteria | <p>Explains the project lifecycle and how they have employed relevant project management tools to deliver a project against targets, taking effective actions to monitor and manage resources, risks and budget. (K6.1, K6.2, S6.1)</p> <p>Monitors performance and takes appropriate and timely corrective action as required to support a successful project outcome. (S6.2)</p> | Evaluates how they have adapted known project management tools and approaches to suit the needs of their organisation. (S6.2) |
| Organisation Governance K2.2 K7.1 K7.2 S7.1 B4.3 | Does not meet the pass criteria | <p>Explains their application of organisational governance, compliance and performance management techniques to deliver value for money, and monitor budgets to ensure costs do not overrun. (K2.2, K7.1, K7.2, S7.1)</p> <p>Describes how they operate within their organisation's values (B4.3)</p> | Evaluates the importance of organisational governance and compliance from a corporate, legal and budgetary standpoint, and describes how appropriate governance and HR practices can positively impact their team and the wider organisation. (K2.2, S7.1, B4.3) |
| Managing Self K8.1 S8.1 K9.1 S9.1 B2.2 B4.2 | Does not meet the pass criteria | <p>Explains what the implications of unconscious bias are, and the approaches they take to promote inclusivity within their workplace. (K8.1)</p> <p>Describes how they are open and honest in their approach to planning, time management and managing themselves and others, and how they reflect upon, seek and apply feedback on their own performance when creating their personal development plan, and managing their work and performance (K9.1, S8.1, S9.1, B2.2, B4.2)</p> | Describes how they have used known management tools and theories to improve to their performance based upon feedback received. (S8.1) |

Annex B: Mapping of knowledge, skills and behaviours (KSBs)

Assessment Method 1: Presentation with questions and answers

| Knowledge |
|--|
| K1 Leading People: K1.1 Understand different leadership styles and the benefits of coaching to support people and improve performance. K1.2 Understand organisational cultures, equality, diversity and inclusion. |
| K3 Building Relationships: K3.1 Understand approaches to customer and stakeholder relationship management, including emotional intelligence and managing conflict. K3.2 Know how to facilitate cross team working to support delivery of organisational objectives. |
| K4 Communication: K4.1 Understand different forms of communication and their application. K4.2 Know how to chair meetings, hold challenging conversations, provide constructive feedback and understand how to raise concerns. |
| K5 Operational Management: K5.1 Understand how organisational strategy is developed. K5.2 Know how to implement operational/team plans and manage resources and approaches to managing change within the team. K5.3 Understand data management, and the use of different technologies in business. |
| K10 Decision Making: K10.1 Understand problem solving and decision making techniques. K10.2 Understand how to analyse data to support decision making. |
| Skills |
| S1 Leading People: S1.1 Able to communicate organisation strategy and team purpose, and adapt style to suit the audience. S1.2 Support the development of the team and people through coaching, role modelling values and behaviours, and managing change effectively. |
| S3 Building Relationships: S3.3 Building relationships with customers and managing these effectively. |
| S4 Communication: S4.1 Able to communicate effectively (verbal, written, digital), chair meetings and present to team and management |
| S5 Operational Management: |

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|--|
| <p>S5.1 Able to communicate organisational strategy and deliver against operational plans, translating goals into deliverable actions for the team, and monitoring outcomes.</p> <p>S5.2 Able to adapt to change, identifying challenges and solutions.</p> <p>S5.3 Ability to organise, prioritise and allocate work, and effectively use resources.</p> <p>S5.4 Able to collate and analyse data and create reports.</p> |
| <p>S10 Decision Making:</p> <p>S10.1 Use of effective problem solving techniques to make decisions relating to delivery using information from the team and others, and able to escalate issues when required.</p> |
| Behaviours |
| <p>B1 Takes responsibility:</p> <p>B1.1 Drive to achieve in all aspects of work.</p> <p>B1.2 Demonstrates resilience and accountability.</p> <p>B1.3 Determination when managing difficult situations.</p> |
| <p>B3 Agile:</p> <p>B3.1 Flexible to the needs of the organisation.</p> <p>B3.2 Is creative, innovative and enterprising when seeking solutions to business needs.</p> <p>B3.3 Positive and adaptable, responds well to feedback and need for change.</p> |

Assessment Method 2: Professional discussion, underpinned by a portfolio of evidence

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| Knowledge |
| <p>K2 Managing People:</p> <p>K2.1 Understand people and team management models, including team dynamics and motivation techniques.</p> <p>K2.2 Understand HR systems and legal requirements, and performance management techniques including setting goals and objectives, conducting appraisals, reviewing performance, absence management, providing constructive feedback, and recognising achievement and good behaviour.</p> |
| <p>K6 Project Management:</p> <p>K6.1 Understand the project life cycle and roles.</p> <p>K6.2 Know how to deliver a project including: managing resources, identifying risks and issues, using relevant project management tools.</p> |
| <p>K7 Finance:</p> <p>K7.1 Understand organisational governance and compliance, and how to deliver Value for Money.</p> <p>K7.2 Know how to monitor budgets to ensure efficiencies and that costs do not overrun.</p> |

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|---|
| <p>K8 Awareness of Self:</p> <p>K8.1 Know how to be self-aware and understand unconscious bias and inclusivity.</p> <p>K8.2 Understand learning styles, feedback mechanisms and how to use emotional intelligence.</p> |
| <p>K9 Management of Self:</p> <p>K9.1 Understand time management techniques and tools, and how to prioritise activities and approaches to planning.</p> |
| Skills |
| <p>S2 Managing People:</p> <p>S2.1 Able to build a high-performing team by supporting and developing individuals, and motivating them to achieve.</p> <p>S2.2 Able to set operational and personal goals and objectives and monitor progress, providing clear guidance and feedback.</p> |
| <p>S3 Building Relationships:</p> <p>S3.1 Building trust with and across the team, using effective negotiation and influencing skills, and managing any conflicts.</p> <p>S3.2 Able to input to discussions and provide feedback (to team and more widely), and identify and share good practice across teams.</p> |
| <p>S4 Communication:</p> <p>S4.2 Use of active listening and provision of constructive feedback.</p> |
| <p>S6 Project Management:</p> <p>S6.1 Able to organise, manage resources and risk, and monitor progress to deliver against the project plan.</p> <p>S6.2 Ability to use relevant project management tools and take corrective action to ensure successful project delivery.</p> |
| <p>S7 Finance:</p> <p>S7.1 Applying organisational governance and compliance requirements to ensure effective budget controls.</p> |
| <p>S8 Self-Awareness:</p> <p>S8.1 Able to reflect on own performance, seek feedback, understand why things happen, and make timely changes by applying learning from feedback received.</p> |
| <p>S9 Management of Self:</p> <p>S9.1 Able to create an effective personal development plan, and use time management techniques to manage workload and pressure.</p> |
| Behaviours |
| <p>B2 Inclusive:</p> <p>B2.1 Open, approachable, authentic, and able to build trust with others.</p> <p>B2.2 Seeks views of others.</p> |
| <p>B4 Professionalism:</p> <p>B4.1 Sets an example, and is fair, consistent and impartial.</p> <p>B4.2 Open and honest.</p> <p>B4.3 Operates within organisational values</p> |

Annex C: Session Checklist for EPAs

As part of FutureQuals' requirements, we ask the Independent Lead End-point Assessor (ILEPA) to complete a session checklist for face to face group assessment days.

The checklist is for information only and must be completed at the start of the assessment day itself. An idea of what is included on the checklist is displayed.

| To be discussed | Discussed with who | Details |
|---------------------------------|---|---|
| Health & Safety | To be discussed with IEPAs on the day | <ul style="list-style-type: none"> Assessment pack unopened Rooms available and fit for purpose Equipment available and fit for purpose Fire exits and evacuation points noted Conflicts of interest – between IEPAs and apprentices |
| Health & Safety | To be discussed with the apprentices | <ul style="list-style-type: none"> Arrangements in the events of a fire (including everyone has time adjusted if in the unlikely event of an alarm) Toilets Food arrangements, where they can be brought if applicable |
| Introduction for the day | Discussed with apprentices | <ul style="list-style-type: none"> Welcome and introductions How the day will run through Overview of assessments Checking ID requirements Outline that feedback will not be given on the day FutureQuals website has all the policies relating to EPA and contact details for the office Register taken and correct Explain that a survey email and link will be given out at the end of the whole EPA |
| Other Points | Discuss with apprentices individually as required | <ul style="list-style-type: none"> Any adjustments for individuals Check IDs of apprentices Confirm that all relevant Gateway evidence has been submitted – relevant to the EPA Standard for the day |
| Confirmed | | <ul style="list-style-type: none"> Occurrence Log on the Assessment & Materials Tracker |

Annex D: Policies and Procedures

Full access to our policies and procedures can be found on our website or shared in customer's individual SharePoint folder.

A list of our common policies and procedures can be found below.

- Appeals and enquiries about results policy
- Conflicts of Interest Policy
- Fair Access Policy
- Internal Quality Assurance Policy
- Moderation & Internal Verification Process
- Mitigating Circumstances Policy
- Reasonable Adjustment Policy
- Non-conformance Policy
- Equality and Diversity Policy

In order to maintain effective and efficient End-point Assessment procedures, we have implemented a non-conformance policy that runs alongside our FutureQuals Operations Manual, found on our website.

A brief idea of what is considered as Non-conformance is listed below:

- Late submission of Gateway Declaration Form – not giving FutureQuals the minimum time period of 10 working days' notice
- Late submission of Gateway Evidence
- Late submission of P.O/ payment
- Additional or different apprentice(s) other than those listed on the Gateway Declaration.

Should FutureQuals make any additions or changes to our policies and procedures, then a notification will be sent out via relevant lines of communication. It is the responsibility of the employer/training provider(s) and associate(s) to ensure they are using the most relevant and correct policy.



APPRENTICESHIP STANDARD

TEAM LEADER OR SUPERVISOR



FutureQuals[®]



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