



Pearson

# Pearson Level 3 End-point Assessment for Team Leader/Supervisor

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Issue 3



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*This specification is Issue 3. Key changes are summarised on the next page. We will inform centres of any changes to this issue. The latest issue can be found on our website.*

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## Summary of Pearson Apprenticeship End-point Assessment for Team Leader/Supervisor (Level 3) specification Issue 3 changes

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Earlier issues show previous changes.

If you need further information on these changes or what they mean, contact us via our website at: [qualifications.pearson.com/en/support/contact-us.html](https://qualifications.pearson.com/en/support/contact-us.html).

## Collaborative development

Pearson has worked in close collaboration with the employers, sector experts, other end-point assessment organisations and further education providers who will be involved in the delivery of this end-point assessment. We are grateful to all those who have generously shared their time and expertise to help us in the development process.

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# End-point assessments for the new Apprenticeship Standards

## Introduction

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In October 2013, the government began the implementation of the plan to reform apprenticeships in England. The reform includes changes that move the design of apprenticeships into the hands of employers, with the aim of making them more rigorous and responsive to employers' needs. Employer groups, referred to as Trailblazers, now lead on the development of apprenticeships for occupations where they identify the need for apprentices.

One of the most significant changes in this reform is the introduction of an independent end-point assessment. The end-point assessment (EPA) is a synoptic assessment of the knowledge, skills and behaviours outlined in the Apprenticeship Standard and which are learned throughout the apprenticeship programme. The end-point assessment can be delivered only by a registered end-point assessment organisation that must be independent of the employer or any apprenticeship training provider involved in the delivery of the on-programme phase of the apprenticeship. All assessment decisions for the end-point assessment must be made by the independent end-point assessment organisation.

All apprentices must undertake the independent end-point assessment at the end of the on-programme phase of training when their employer, and in some cases their training provider, is satisfied that they have met the 'gateway' criteria to undertake the assessment. The purpose of the end-point assessment is to make sure that the apprentice meets the standard set by employers and that they are fully competent in the occupation. An apprentice cannot be awarded the apprenticeship certificate until they have successfully completed the end-point assessment.

Pearson, as a registered end-point assessment organisation, has been working closely with employers, further education providers and occupational experts in the development of end-point assessment tools to ensure that they are:

- valid and appropriate to assess occupational competence in the relevant industry and will deliver reliable outcomes
- fair to all apprentices and help them to make progress in their lives
- manageable for apprentices and the industry and can be delivered effectively and efficiently.

This specification contains the information needed to prepare apprentices for the end-point assessment for the Team Leader/Supervisor Apprenticeship.

# 1 The Team Leader/Supervisor Apprenticeship

## Overview

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The end-point assessment in this specification relates to the Team Leader/Supervisor Apprenticeship. This apprenticeship is for apprentices working in the role of a supervisor, team leader, project officer, shift supervisor, foreperson or shift manager, or equivalent. It is applicable to professional team leaders, first line managers and supervisors from all sectors – the private, public or third sector – and all sizes of organisation.

The overall aim of the end-point assessment is to ensure that the apprentice has met the required level of knowledge, skills and behavioural standards set by employers and that they are competent in their role as a team leader/supervisor.

The role of a team leader/supervisor is to take responsibility for managing a team or discrete project. They can support, manage and develop team members, manage projects, and plan and monitor workloads and resources. They can take responsibility for delivering operational plans, resolving problems, and building relationships.

The Team Leader/Supervisor Apprenticeship has been designed to provide access to development opportunities for as wide a range of individuals as possible. This includes individuals who are at the start of their career in leadership and management and who want to take their first steps into professional management. It is also appropriate for those already in management roles who may have developed practical experience but want to develop their theoretical understanding of management skills.

On completion, apprentices may choose to register as associate members with a relevant leadership and management professional body, to support their professional career development and progression.

The typical duration for this apprenticeship is up to 18 months, although the exact duration will be dependent on the previous experience of the individual.

To achieve the apprenticeship certificate, apprentices are required to successfully complete their on-programme period of learning and development and the end-point assessment detailed in *Section 3*.

The overall apprenticeship is graded as Pass/Merit/Distinction.

The certificate for the apprenticeship is awarded by the Institute for Apprenticeships, through a process administered by the Education and Skills Funding Agency (ESFA). As the end-point assessment organisation, Pearson will claim for the certificate on behalf of the apprentices.



Employers and/or training providers should familiarise themselves with the requirements of the apprenticeship and communicate them clearly to their apprentices.

To see the published Team Leader/Supervisor Standard and Assessment Plan, please go to: [www.instituteforapprenticeships.org/apprenticeship-standards/](http://www.instituteforapprenticeships.org/apprenticeship-standards/)

## 2 Team Leader/Supervisor End-point Assessment

### Structure

The end-point assessment (EPA) for the Team Leader/Supervisor Apprenticeship consists of the following four assessment components.

End-point assessment components	Duration	Component contribution to overall grade
Multiple-choice Test	45 minutes	30%
Portfolio of Evidence	Evidence is generated over the course of the apprenticeship.  The employer/training provider will need to ensure that the apprentice has the opportunity to generate evidence to cover all portfolio assessment criteria. The portfolio can be compiled pre-gateway.  Post-gateway, during the end-point assessment period, the apprentice will submit their portfolio evidence.	20%
Competency-based Interview	A maximum of 1.5 hours	30%
Professional Discussion	A maximum of 45 minutes	20%

Apprentices are expected to complete/submit all components of the end-point assessment within the three-month end-point assessment period at the end of the apprenticeship (normally months 15 to 18 of the apprenticeship). It is recommended that assessment components are completed in the order that they are shown in this specification.

There is detailed information about each of these end-point assessment components in *Section 3: End-point assessment components*.

## Grading

The grade for the end-point assessment is based on the apprentice's combined achievement of the specified assessment criteria for all four components.

Grades are not reported for individual assessment components.

The table below shows how the grade for the end-point assessment is determined.

End-point assessment grade	Grade requirements
Pass	The apprentice must achieve a minimum of 50% of the available marks in each of the four-assessment components and a range of 50–59 marks in total. This equates to a minimum of: 15 marks in the Multiple-choice Test 10 marks in the Portfolio of Evidence 15 marks in the Competency-based Interview 10 marks in the Professional Discussion.
Merit	The apprentice must achieve a minimum of 50% of the available marks in each of the four assessment components <b>AND</b> a range of 60–69 marks in total.
Distinction	The apprentice must achieve a minimum of 50% of the available marks in each of the four assessment components <b>AND</b> a minimum of 70 marks in total.

## Entry requirements

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Apprentices should be recommended for their end-point assessment by their employer only when the employer is confident that the apprentice is ready.

Before progressing to the end-point assessment, all apprentices must be signed off by their employer, through the 'gateway'. This gateway sign-off confirms that apprentices have the level of occupational knowledge, skills and behaviours required to achieve the apprenticeship and that they are therefore 'ready for end-point assessment'. The stated mathematics and English requirements form part of the gateway and must be achieved before apprentices attempt the EPA. For the Team Leader/Supervisor Apprenticeship, the requirements are:

- apprentices must achieve Level 2 English and mathematics before taking their end-point assessment.

Employers must complete an end-point assessment *Gateway Declaration Form* (see *Annexe A*) with the apprentice. The form and the associated gateway evidence will be transferred to Pearson before the end-point assessments take place. The form captures the prerequisites for the end-point assessments and any other organisation-specific evidence. The assessments cannot take place unless the relevant information and evidence is available.

## Language of assessment

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The end-point assessment is conducted in English.

Apprentices may be assessed in British Sign Language where it is permitted for the purpose of reasonable adjustment.

Further information on the use of language in qualifications is available in our *Use of languages in qualifications policy* document, available on our website at: [qualifications.pearson.com](https://qualifications.pearson.com)

## Preparing apprentices for the end-point assessment

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To ensure that apprentices develop the knowledge, skills and behaviours that underpin occupational competence, it is recommended that they follow a structured programme of training and development based on the Apprenticeship Standard. The period of training and development should be a minimum of 12 months and must include a minimum of 20 per cent off-the-job training – away from the day-to-day job.

In order to prepare apprentices effectively, it is important that employers and training providers have a good understanding of the Apprenticeship Standard and the structure and format of the end-point assessment. Information on the end-point assessment and the individual components given in this specification will support employers and training providers in planning the learning and development programme, and in designing formative assessment to prepare apprentices for the end-point assessment. Regular reviews of progress and readiness should be built into the training and development programme to ensure that apprentices are ready for their end-point assessment.

It is recommended, but not required, that the programme of training includes:

- completion and achievement of a relevant Level 3 Diploma in Management or equivalent management qualification that is recognised by Ofqual, equating to at least 370 hours Total Qualification Time (37 credits). Where a qualification is not included, there should be provision of underpinning knowledge and training with regular assessments to an equivalent standard, quality and scope that can be evidenced
- registration with a relevant professional body to provide access to management resources, wider networks and continuing professional development (CPD) activities
- regular performance reviews between apprentice and line manager
- ongoing professional discussions between the 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).

Evidence of the programme of training activities listed above must be provided to support the *Gateway Declaration Form*.

## End-point assessment planning and scheduling

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Employers and/or training providers must have an agreement in place to conduct end-point assessments with Pearson, and apprentices must be registered and booked on to their end-point assessment in sufficient time to allow adequate planning and scheduling of the assessments. There will be a number of checkpoint meetings with Pearson, prior to the employer/training provider booking the EPA dates. Once the employer/training provider has booked those dates, we will allocate an independent end-point assessor, who will arrange a further planning meeting with them.

The purpose of the planning meeting is to share information with the independent end-point assessor in order to support the assessment process and to agree a plan for the upcoming assessment activities for the apprentices. The independent end-point assessor will agree a plan and schedule for each assessment activity to ensure that all assessment components can be completed within the end-point assessment time. The end-point assessment planning meeting can be conducted remotely using appropriate technology.

Once the employer and/or training provider is satisfied that apprentices have met the Apprenticeship Standard and are ready for end-point assessment, they will complete the end-point assessment *Gateway Declaration Form* and submit the apprentice's gateway evidence to Pearson. This evidence will then be verified by Pearson, before EPAs can take place.

It is expected that all components of the end-point assessment will be completed/submitted within the three-month end-point assessment period at the end of the apprenticeship (normally months 15 to 18 of the apprenticeship). It is recommended that the end-point assessment components are completed/submitted in the order specified in *Section 3*.

## Reassessment

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The Pearson end-point assessment retest and reassessment policy will apply, subject to discussion with the employer/training provider.

## Booking reassessment

The timescale for any reassessment will be agreed on a case-by-case basis, with Pearson. As part of that agreement, any retests/reassessments must not provide an apprentice with an unfair advantage over others.

Pearson will allocate an available Independent End-point Assessor to undertake this assessment. This may or may not be the same individual who undertook the previous assessment.

### 3 End-point assessment components

This section gives information for each component in the end-point assessment.

**The end-point assessment components are shown in the order that they should be completed/submitted;** the multiple-choice test is taken first, followed by the submission and assessment of the Portfolio of Evidence. Examples from the Portfolio of Evidence can then be used to support the Competency-based Interview, followed by the Professional Discussion.

Component 1: Multiple-choice Test

Component 2: Portfolio of Evidence

Component 3: Competency-based Interview

Component 4: Professional Discussion

## Component 1: Multiple-choice Test

### Purpose

The Multiple-choice Test will assess apprentices' knowledge and understanding across each area of the Apprenticeship Standard, as shown below.

Knowledge area	Apprenticeship Standard outcomes
1) Leading people	<ol style="list-style-type: none"><li>1 Understand different leadership styles and the benefits of coaching to support team members and improve performance.</li><li>2 Understand organisational cultures, equality, diversity and inclusion.</li></ol>
2) Managing people	<ol style="list-style-type: none"><li>1 Understand people and team management models, including team dynamics and motivation techniques.</li><li>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.</li></ol>
3) Building relationships	<ol style="list-style-type: none"><li>1 Understand emotional intelligence and how to manage conflict.</li><li>2 Know how to facilitate cross team working to support delivery of organisational objectives.</li></ol>
4) Communication	<ol style="list-style-type: none"><li>1 Understand different forms of communication and their application.</li><li>2 Know how to chair meetings, hold challenging conversations and understand how to raise concerns.</li></ol>
5) Operational management	<ol style="list-style-type: none"><li>1 Understand how organisational strategy is developed.</li><li>2 Know how to implement operational/team plans and manage resources and approaches to managing change within the team.</li><li>3 Understand data management.</li></ol>



Knowledge area	Apprenticeship Standard outcomes
6) Project management	1 Understand project life cycle and roles. 2 Know how to deliver a project, including managing resources, identifying risks and issues, using relevant project management tools.
7) Finance	1 Understand organisational governance and compliance. 2 Know how to manage budgets.

## Format

The table below gives information about the format, duration, number of questions and marks available in the Multiple-choice Test.

Test format	An onscreen test consisting of 30 multiple-choice questions, worth 1 mark each. For each question, apprentices are presented with four options from which they select the correct answer.  All questions are independent of each other and will not necessarily be sequenced in the order of the standards.
Duration	45 minutes.
Number of marks	30 marks.
Grading	To pass this component, the apprentice must achieve a minimum of 15 marks out of 30 (50% of the available marks).  For information on the overall grading of the end-point assessment, please refer to the grading information in <i>Section 2</i> .

The onscreen test contributes 30 per cent to the overall end-point assessment grade.

The technical content to be assessed in the Multiple-choice Test are outlined on pages 3–53 of the *Additional Resources* document.

## Sample assessment materials

Sample assessment materials (SAMs) are provided for this onscreen Multiple-choice Test. The SAMs provide an example of what the actual test will look like in terms of the feel and level of demand. The SAMs show the range of possible question types that may appear in the actual tests and give a good indication of how the tests will be structured.

While SAMs can be used for practice with apprentices, as with any assessment the content covered and specific details of the questions asked will change in each onscreen test.

## Delivery and conduct

Tests are available through Pearson's onscreen testing systems. We will discuss the set up and delivery of the tests with the employer/training provider, as part of our planning discussions.

Registrations must be made through Pearson's online systems. Registered apprentices will then need to be entered for specific testing sessions. The employer/training provider should ensure that apprentices are adequately prepared before each test attempt. The onscreen testing systems have useful help facilities that provide guidance on the functions and layout of each system. Those invigilating the tests should familiarise themselves with the screen and ensure that there is time for apprentices to fully explore the information on the help screen before starting the test. Onscreen assessments must comply with the requirements set out in Pearson's *EPA Service* document, which will be provided to the employer/training provider alongside this specification.

## Component 2: Portfolio of Evidence

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### Purpose

The Portfolio of Evidence is a purposeful collection of samples of work-based evidence produced by the apprentice to demonstrate that they have the knowledge, skills and behaviours detailed in the Apprenticeship Standard to carry out their job competently.

The Apprenticeship Standard outcomes have been developed by employers with input from apprenticeship training providers and professional bodies and are published in the Apprenticeship Standard Assessment Plan that can be found at [www.instituteforapprenticeships.org/apprenticeship-standards/](http://www.instituteforapprenticeships.org/apprenticeship-standards/).

The *Portfolio Assessment Brief*, on pages 55–56 of the *Additional Resources* document, gives more information on the portfolio requirements and shows how these requirements map to the assessment criteria outlined on pages 81–96 of the *Additional Resources* document.

The Portfolio of Evidence will assess the following areas and outcomes from the Apprenticeship Standard.

Skills area	Apprenticeship Standard outcomes
1) Leading people	<ol style="list-style-type: none"> <li>1 Able to communicate organisation strategy and team purpose, and adapt style to suit the audience.</li> <li>2 Support the development of the team and people through coaching, role modelling values and behaviours, and managing change effectively.</li> </ol>
2) Managing people	<ol style="list-style-type: none"> <li>1 Able to build a high-performing team by supporting and developing individuals, and motivating them to achieve.</li> <li>2 Able to set operational and personal goals and objectives and monitor progress, providing clear guidance and feedback.</li> </ol>
3) Building relationships	<ol style="list-style-type: none"> <li>1 Building trust with and across the team, using effective negotiation and influencing skills, and managing any conflicts.</li> <li>2 Able to input to discussions and provide feedback (to team and more widely), and identify and share good practice across teams.</li> <li>3 Building relationships with customers and managing these effectively.</li> </ol>
4) Communication	<ol style="list-style-type: none"> <li>1 Able to communicate effectively (verbal, written, digital), chair meetings and present to team and management.</li> <li>2 Use of active listening and provision of constructive feedback.</li> </ol>
5) Operational management	<ol style="list-style-type: none"> <li>1 Able to communicate organisational strategy and deliver against operational plans, translating goals into deliverable actions for the team, and monitoring outcomes.</li> <li>2 Able to adapt to change, identifying challenges and solutions.</li> <li>3 Ability to organise, prioritise and allocate work, and effectively use resources.</li> <li>4 Able to collate and analyse data, and create reports</li> </ol>

Knowledge and Skills area	Apprenticeship Standard outcomes
6) Project management	<ol style="list-style-type: none"> <li>1 Able to organise, manage resources and risk, and monitor progress to deliver against the project plan.</li> <li>2 Ability to use relevant project management tools, and take corrective action to ensure successful project delivery.</li> </ol>
7) Finance	<ol style="list-style-type: none"> <li>1 Applying organisational governance and compliance requirements to ensure effective budget controls.</li> </ol>
8) Self-awareness	<ol style="list-style-type: none"> <li>1 Know how to be self-aware and understand unconscious bias and inclusivity. Understand learning styles, feedback mechanisms and how to use emotional intelligence.</li> <li>2 Able to reflect on own performance, seek feedback, understand why things happen, and make timely changes by applying learning from feedback received.</li> </ol>
9) Management of self	<ol style="list-style-type: none"> <li>1 Understand time management techniques and tools, and how to prioritise activities and approaches to planning.</li> <li>2 Able to create an effective personal development plan, and use time management techniques to manage workload and pressure.</li> </ol>
10) Decision making	<ol style="list-style-type: none"> <li>1 Understand problem-solving and decision-making techniques, and how to analyse data to support decision making.</li> <li>2 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.</li> </ol>

Behaviours area	Apprenticeship Standard outcomes
1) Takes responsibility	1 Drive to achieve in all aspects of work. 2 Demonstrates resilience and accountability. 3 Determination when managing difficult situations.
2) Inclusive	1 Open, approachable, authentic, and able to build trust with others. 2 Seeks views of others.
3) Agile	1 Flexible to the needs of the organisation. 2 Is creative, innovative and enterprising when seeking solutions to business needs. 3 Positive and adaptable, responds well to feedback and need for change.
4) Professionalism	1 Sets an example, and is fair, consistent and impartial. 2 Open and honest. 3 Operates within organisational values.

## Format

The table below gives information about the context, duration and grading of the Portfolio of Evidence.

Context	<p>Apprentices will compile a portfolio to meet the Team Leader/Supervisor Apprenticeship Standard outcomes on <i>pages</i> 15–17 of this document, and meet the requirements of the apprenticeship <i>Portfolio Assessment Brief</i> on pages 55–56 of the <i>Additional Resources</i> document.</p> <p>The portfolio contains evidence drawn from real work activity. The evidence presented in the portfolio will demonstrate the application of knowledge, skills and behaviours in the work environment, enabling the independent end-point assessor to make a judgement on the apprentice's competence in the role of team leader/supervisor.</p> <p>Apprentices will gather this evidence over the period of the apprenticeship.</p>
Duration	<p>The apprentice will generate evidence over the course of the apprenticeship. During this time, the role of the employer and/or training provider will be to ensure that the apprentice has been given the opportunity to generate evidence to cover all portfolio assessment criteria. Portfolio compilation can take place before the gateway.</p> <p>Post-gateway, the apprentice will have up to three months during the end-point assessment period for portfolio submission. The portfolio submission deadline date must be agreed between the end-point assessor, employer and/or training provider and apprentice.</p>
Grading	<p>To pass this component, the apprentice must achieve a minimum of 10 marks out of 20 (50% of the available marks).</p> <p>For information on the overall grading of the EPA, please refer to the grading information in <i>Section 2</i>.</p>



## Portfolio of Evidence delivery and conduct

This section gives information on the conditions for completing the portfolio assessment. Employers and/or training providers must share this information with their apprentices before end-point assessment is undertaken.

### Preparation for the apprentice Portfolio of Evidence assessment

Employers and/or training providers must ensure that apprentices are ready and suitably prepared to undertake the task of producing the Portfolio of Evidence. This includes ensuring that apprentices:

- 1 have access to the *Portfolio Assessment Brief* on pages 55–56 of the *Additional Resources* document and that they fully understand the Apprenticeship Standard outcomes, the assessment criteria and related evidence requirements. As part of the preparation for end-point assessment, it is advisable for trainers/tutors to review and clarify, as necessary, the assessment criteria and evidence requirements to ensure apprentices understand what they need to do and how
- 2 have selected suitable work-based evidence from their portfolio throughout the on-programme period. Suitable forms of evidence could include recordings of performance reviews, one-to-one meeting notes, coaching feedback, customer feedback and work products/outputs from work. Where witness testimony is used as evidence, it must be supported by other forms of evidence; it cannot be used as the sole evidence to demonstrate competence. Apprentices need to be mindful of issues of confidentiality and data protection in the use of work-based evidence
- 3 include work-based evidence in the Portfolio of Evidence that is naturally occurring from work activities. Observation records should also be accompanied by other supporting evidence – please see *Annexe A* of the *Additional Resources* document for the detailed guidance on observation records
- 4 know when the end-point assessment period begins and when they will be required to submit their Portfolio of Evidence.

## Completing the Portfolio of Evidence

- 5 Evidence obtained from a knowledge-related regulated qualification **cannot** be used as evidence of the demonstration of skills or behaviours competencies in the portfolio.
- 6 Once apprentices have started working on the evidence compilation/portfolio production, trainers/tutors can only provide general feedback or clarification of the assessment criteria, evidence requirements, task brief, expected behaviours or confirmation of deadlines. Trainers/tutors **must not** provide feedback on the quality of evidence or suggest improvements to apprentices' work or confirm the achievement of any assessment criteria.
- 7 Apprentices must produce evidence independently; the evidence they submit must be their own.

## Submitting assessment evidence

- 8 At the start of the end-point assessment period, the Independent End-point Assessor will agree a date with the employer and/or training provider and apprentice by which the Portfolio of Evidence must be submitted.
- 9 It is advised that the apprentice's Portfolio of Evidence is submitted before the Competency-based Interview and Professional Discussion assessments take place.
- 10 Apprentices will have up to three months during the end-point assessment period to submit their work-based evidence.
- 11 Evidence must be submitted a minimum of 5 days before the agreed EPA assessment date
- 12 An *End-point Assessment Portfolio Template* has been provided. The template gives details on how the apprentice should structure the portfolio, and includes instructions and space for referencing their evidence. It is recommended that apprentices use this template when submitting their evidence.
- 13 The apprentice's Portfolio of Evidence must be must be uploaded to the ACE360 system, which will then permit access for the IEA to review the evidence.
- 14 Submitted evidence must be accompanied by a declaration of authenticity (*Annexe B*), which must be signed and dated by the apprentice to declare the work is solely theirs and by their trainer/tutor to confirm that it was produced under the required conditions.
- 15 The independent end-point assessor will then assess apprentices' evidence against the assessment criteria and evidence requirements on pages 81–96 of the *Additional Resources* document.
- 16 The independent end-point assessor will award one mark for each assessment criterion fully demonstrated through the apprentice's evidence.

## Component 3: Competency-based Interview

### Purpose

The Competency-based Interview is a planned competence-based discussion between the apprentice and the independent end-point assessor. The purpose is to assess apprentices' ability to apply their understanding of the seven knowledge areas of the Apprenticeship Standard in carrying out their role as a team leader/supervisor in their organisation.

The Competency-based Interview will assess the following areas and outcomes of the Apprenticeship Standard.

Knowledge area	Apprenticeship Standard outcomes
1) Leading people	<ol style="list-style-type: none"><li>1 Understand different leadership styles and the benefits of coaching to support team members and improve performance.</li><li>2 Understand organisational cultures, equality, diversity and inclusion.</li></ol>
2) Managing people	<ol style="list-style-type: none"><li>1 Understand people and team management models, including team dynamics and motivation techniques.</li><li>2 Understand performance management techniques, including setting goals and objectives, conducting appraisals, reviewing performance, absence management, providing constructive feedback and recognising achievement and good behaviour.</li></ol>
3) Building relationships	<ol style="list-style-type: none"><li>1 Understand approaches to customer and stakeholder relationship management, including emotional intelligence and how to manage conflict.</li><li>2 Know how to facilitate cross team working to support delivery of organisational objectives.</li></ol>
4) Communication	<ol style="list-style-type: none"><li>1 Understand different forms of communication and their application.</li><li>2 Know how to chair meetings, hold challenging conversations, provide constructive feedback and understand how to raise concerns.</li></ol>

Knowledge area	Apprenticeship Standard outcomes
5) Operational management	<ol style="list-style-type: none"> <li>1 Know how to implement operational/team plans and manage resources and approaches to managing change within the team.</li> <li>2 Understand data management and the use of different technologies in business.</li> </ol>
6) Project management	<ol style="list-style-type: none"> <li>1 Know how to deliver a project, including managing resources, identifying risks and issues, and using relevant project management tools.</li> </ol>
7) Finance	<ol style="list-style-type: none"> <li>1 Understand how to deliver value for money.</li> <li>2 Know how to monitor budgets to ensure efficiencies and that costs do not overrun.</li> </ol>

## Format

Structure	<p>The Independent End-point Assessor will ask apprentices a series of questions. The questions are based on the Apprenticeship Standard outcomes on the previous page and are targeted to elicit the evidence to meet the assessment criteria on pages 98–100 of <i>the Additional Resources</i> document.</p> <p>Apprentices will be required to provide real-life examples of how they have applied their understanding of the Apprenticeship Standard outcomes in carrying out their job role.</p>
Duration	A maximum of 1.5 hours.
Grading	<p>To pass this component, the apprentice must achieve a minimum of 15 marks out of 30 (50% of the available marks).</p> <p>For information on the overall grading of the EPA, please refer to the grading information in <i>Section 2</i>.</p>

## Apprenticeship Standard and content

The Competency-based Interview assessment is based on the same content as the Multiple-choice Test. This can be found on pages 3–53 of the *Additional Resources* document.

## Competency-based Interview delivery and conduct

This section provides information on how the end-point interview will be conducted and how apprentices are expected to interact with the assessment process. It is important that this information is shared with apprentices before they undertake the assessment.

- 1 The Competency-based Interview will last a maximum of 1.5 hours and may be conducted face to face, or remotely using video-conferencing software with audio-recording capabilities, depending on the agreement with the apprentice's employer.
- 2 The interview will be facilitated by an independent end-point assessor, who will use a series of questions to focus and guide the interactions with the apprentice. The questions are designed to draw out the evidence required to meet the assessment criteria detailed on pages 98–100 of the *Additional Resources* document.
- 3 The interview will take place in a quiet place away from apprentices' everyday working environment, with no interruptions or distractions. Apprentices will be informed of the location by their employer before the time of the assessment. An employer representative may be present during the interview but cannot take any active part in the assessment. The independent end-point assessor will facilitate the interview and make all assessment decisions.
- 4 Apprentices must work independently when preparing for and taking part in the interview. They must not share details of the questions or evidence with others.
- 5 The apprentice will be asked a set of questions against each knowledge area. For most questions, apprentices will be asked to provide behavioural responses (i.e. examples of how they have applied their knowledge of the principles and concepts related to the Apprenticeship Standards in their work practice).
- 6 When providing responses, apprentices need to be as specific and detailed as possible; they must provide sufficient detail of the situation and how they have acted. For some areas of the standard, it may not be possible to provide behavioural responses, in these cases the apprentice will be asked to give 'situational' responses (i.e. asking how the apprentice would handle a particular situation in a particular way). When providing a situational response, the apprentice needs to outline the actions or steps they would take in the specific situation and provide explanations as to why they consider these actions or steps as being appropriate.
- 7 Apprentices are not required to provide tangible or documented evidence but should consider where this type of evidence would be more appropriate to help demonstrate how they have met the areas of the standard. For example, for project management it may be appropriate to bring a copy of their project plan and information on project resources as supporting evidence.

- 8 Apprentices need to be mindful of issues of confidentiality and data protection when providing real work examples.
- 9 The independent end-point assessor will make notes of apprentices' responses during the interview, and the interview will be audio recorded to support assessment decisions and for verification purposes.
- 10 At the end of the interview, the independent end-point assessor will review the responses provided by apprentices against the assessment criteria on pages 98–100 of the *Additional Resources* document and indicative evidence requirements in the *Competency-based Interview Assessor Reference* document and make a decision on whether the apprentice has met them.
- 11 Each assessment criterion is worth the same number of marks. Apprentices' responses must demonstrate that the criterion has been fully met for the assessor to award the mark.

## Component 4: Professional Discussion

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### Purpose

The Professional Discussion is a planned, structured discussion between the apprentice and the independent end-point assessor. The purpose is to assess how effectively apprentices have managed their continuing professional development (CPD) during the apprenticeship period and the extent to which this learning and development has affected their performance in the workplace.

The Professional Discussion will assess the following areas and outcomes of the Apprenticeship Standard.

Knowledge and Skills area	Apprenticeship Standard outcomes
Awareness of self	<ol style="list-style-type: none"><li>1 Know how to be self-aware.</li><li>2 Understand feedback mechanisms.</li><li>3 Able to reflect on own performance, seek feedback, understand why things happen, and make timely changes by applying learning from feedback received.</li></ol>
Management of self	<ol style="list-style-type: none"><li>1 Understand how to prioritise activities and approaches to planning.</li><li>2 Able to create an effective personal development plan.</li></ol>



## Format

The table below gives information about the structure, context duration and grading of the Professional Discussion.

Structure	<p>The Professional Discussion will focus on two Apprenticeship Standard knowledge and skills areas, awareness of self and management of self.</p> <p>The discussion will be facilitated by an independent end-point assessor but will be led by the apprentice.</p> <p>The independent end-point assessor will summarise the purpose of the discussion, as outlined in the <i>Professional Discussion Assessment Brief</i> on page 102 of the <i>Additional Resources</i> document and will begin the discussion with a broad question. The question is designed to encourage the apprentice to discuss the six topic areas using the <i>Professional Discussion Assessment Brief</i> to guide them, drawing out the evidence required to meet the associated proficiency levels descriptors detailed on pages 104–105 of the <i>Additional Resources</i> document.</p> <p>Where required, the independent end-point assessor can use additional ‘prompt’ questions to probe the apprentice further on a discussion topic area.</p> <p>For all questions, the apprentice will be required to provide real-life examples of how they have applied the knowledge and understanding in carrying out their job role.</p>
Duration	A maximum of 45 minutes
Grading	<p>To pass this component, the apprentice must achieve a minimum of 10 marks out of 20 (50% of the available marks).</p> <p>For information on the overall grading of the EPA, please refer to the grading information in <i>Section 2</i>.</p>

The Professional Discussion contributes 20 per cent to the overall end-point assessment grade.

## Professional Discussion delivery and conduct

This section provides information on how the Professional Discussion will be conducted and how apprentices are expected to interact with the assessment process. It is important that this information is shared with apprentices before they undertake the assessment.

### Preparing for the discussion

- 1 It is recommended that apprentices produce a personal development log of their CPD plans, training and personal development activities and outcomes, identifying how their learning has been applied to their role.
- 2 Examples of real work-based evidence to support apprentices' personal development log/discussion. Evidence could include:
  - a regular reviews of performance between the apprentice and their line manager
  - b feedback from line manager, peers and direct reports
  - c personal development plan (this may be the same evidence as presented in the apprentice's portfolio)
  - d details of any formal or informal learning undertaken
  - e evidence of self-reflection and outcomes of the application of learning from the activities above
  - f activities undertaken during the Level 3 Diploma in Management or equivalent management qualification, including any assignments or projects
  - g details of any professional discussions undertaken or support provided through professional bodies.
- 3 Apprentices will need to have access to and fully understand the Apprenticeship Standard outcomes, the *Professional Discussion Assessment Brief* on page 102 of the *Additional Resources* document, detailing the six topics that will be discussed, and the related proficiency levels descriptors on pages 104–105 of the *Additional Resources* document. As part of the preparation for end-point assessment, it is advisable for trainers/tutors to review and clarify, as necessary, the six discussion topics and related proficiency levels descriptors to ensure that apprentices understand what they need to do and how.

## Completing the discussion

- 1 The Professional Discussion will last a maximum of 45 minutes and may be conducted face to face, or remotely by video-conferencing software with audio-recording capabilities, depending on the agreement with the apprentice's employer.
- 2 The Professional Discussion will be facilitated by an independent end-point assessor but will be led by the apprentice.
- 3 The independent end-point assessor will summarise the purpose of the discussion, as outlined in the *Professional Discussion Assessment Brief* on page 102 of the *Additional Resources* document, and will begin the discussion with a broad question. The question is designed to encourage the apprentice to discuss the six topic areas identified in the *Professional Discussion Assessment Brief*, drawing out the evidence required to meet their associated proficiency levels descriptors detailed on pages 104–105 of the *Additional Resources* document and indicative evidence requirements in the *Professional Discussion Assessor Reference* document.
- 4 The discussion will take place in a quiet place away from apprentices' everyday working environment, with no interruptions or distractions. Apprentices will be informed of the location by their employer, before the time of the assessment. An employer representative may be present during the Professional Discussion but cannot take any active part in the assessment. The independent end-point assessor will facilitate the discussion and make all assessment decisions.
- 5 Apprentices must work independently when preparing for and taking part in the Professional Discussion. They must not share details of the questions or evidence to be provided with others.
- 6 It is recommended that the apprentice takes the *Professional Discussion Assessment Brief* into the discussion with them, as this document will support them in leading the discussion through the six topic areas.
- 7 When responding to the Professional Discussion, apprentices must provide examples of (i.e. talk through) how they have managed their personal and professional development and how this development has supported and helped their performance in their role. Apprentices will need to clearly say how they have developed personally and professionally, how they went about their development (for example using accepted approaches such as a personal development plan, undertaking specific development activities) and how this development has made them better at their job.
- 8 Where required, the independent end-point assessor can use additional 'prompt' questions to probe the apprentice further on a discussion topic area.

- 9 Apprentices need to be mindful of issues of confidentiality and data protection when providing real work examples.
- 10 The independent end-point assessor will make notes of the apprentices' responses during the Professional Discussion, and the Professional Discussion will be audio recorded to support assessment decisions and for verification purposes.
- 11 At the end of the Professional Discussion, the independent end-point assessor will review the responses provided by apprentices against the proficiency level descriptors on pages 104–105 of the *Additional Resources* document and indicative evidence requirements in the *Professional Discussion Assessor Reference* document and make a decision as to whether the apprentice has met them.
- 12 Apprentices must score **10** marks from a possible **20** (50%) to achieve a Pass in the Professional Discussion.

## 4 Contact us

We have a dedicated Account Support team, across the UK, to give you more personalised support and advice. To contact your Account Specialist:

**Email:** wblcustomerservices@pearson.com

**Telephone:** 0844 576 0045

If you are new to Pearson and would like to become an approved customer, please contact us by:

**Email:** wbl@pearson.com

**Telephone:** 0844 576 0045

## Annexe A: Gateway Declaration Form

Apprentice name:			
ULN:			
Gateway date:			
<b>Prerequisite evidence</b>	<b>Y/N</b>	<b>Comments/description of evidence (if applicable)</b>	
<ul style="list-style-type: none"> <li>English and mathematics certificates (Level 2 or above)</li> <li>Opportunities given and evidence generated to cover all portfolio assessment criteria.</li> </ul>			
<b>Evidence requirements for the apprentice's organisation</b> Please list any other evidence reviewed as part of the gateway process.			
<b>Employer declaration</b> I confirm that the apprentice has: <ul style="list-style-type: none"> <li>achieved the occupational knowledge, skills and behaviours required to achieve the apprenticeship.</li> <li>produced their Portfolio of Evidence to the specified criteria.</li> <li>achieved the prerequisites listed above and is ready for their end-point assessment.</li> </ul> Name: _____ Date: _____  Signature: _____			
<b>Apprentice declaration</b> I confirm the gateway evidence is my own and agree to be put forward for the End-point Assessment.  Signature: _____ Date: _____			

## Annexe B: Portfolio Authentication and Apprenticeship Certification Declaration Form

When submitting the portfolio/work-based evidence, each apprentice and their trainer/tutor must sign this declaration form. The apprentice should also confirm that they give permission for their overall apprenticeship certificate to be claimed on satisfactory completion of the other three end-point assessment components.

<b>Apprentice name:</b>		
<b>Pearson registration number:</b>		
<b>Submission type: (first or retake)</b>	Submission date:	Submission time:
<p><b>Apprentice declaration</b></p> <p>a) I certify that the work submitted for this portfolio is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.</p> <p>b) I give my permission for Pearson to claim for my overall apprenticeship certificate, following confirmation of my successful achievement of this EPA.</p> <p>Apprentice signature: _____ Date: _____</p>		
<p><b>Tutor/trainer declaration</b></p> <p>I confirm that the work presented for the portfolio is the apprentice's own.</p> <p>I confirm that the work was completed under the specified conditions and context, and the apprentice's evidence is authentic.</p> <p>Tutor/trainer name: _____</p> <p>Tutor/trainer signature: _____ Date: _____</p>		

**February 2020**

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