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

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Pearson and Apprenticeships

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Introduction

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

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.

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. Post gateway, during the end-point assessment period, the apprentice will have up to three to compile their work-based evidence independently, write any required commentary on this evidence as well as any reflective accounts.	20%
Competency-based interview	A maximum of 1.5 hours	30%
Professional discussion	A maximum of 45 minutes	20%

Apprentices are expected to complete 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*.

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 **AND** 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 **AND** a minimum of 70 marks in total.

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	1 Understand different leadership styles and the benefits of coaching to support team members and improve performance. 2 Understand organisational cultures, equality, diversity and inclusion.
2) Managing people	1 Understand people and team management models, including team dynamics and motivation techniques. 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.
3) Building relationships	1 Understand emotional intelligence and how to manage conflict. 2 Know how to facilitate cross team working to support delivery of organisational objectives.
4) Communication	1 Understand different forms of communication and their application. 2 Know how to chair meetings, hold challenging conversations and understand how to raise concerns.

Knowledge area	Apprenticeship Standard outcomes
5) Operational management	1 Understand how organisational strategy is developed.
	2 Know how to implement operational/team plans and manage resources and approaches to managing change within the team.
	3 Understand data management.
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.

Apprenticeship Standard and content

This section identifies the Apprenticeship Standard outcomes to be assessed in the multiple-choice onscreen test, and details the related content and topic/knowledge areas to be met to achieve these outcomes.

All legislation cited in the content is current at the time of publication. The multiple-choice test will cover the most recent legislation. Apprentices need to have a good understanding of the outcomes and the related content in order to be able to provide the answers to the questions in the multiple-choice onscreen test.

Training and delivery approaches such as coaching, mentoring, shadowing, reflective practice, collaboration and consultation will be useful in structured on-the-job training to help apprentices develop the knowledge linked to this assessment.

The full breadth of content may be sampled over the life of the end-point assessment.

Questions will not rely on or directly follow on from another question in the test.

Knowledge area 1: Leading people

What is required

Understand different leadership styles and the benefits of coaching to support team members and improve performance

Topic/knowledge	Content range
1.1 The different leadership styles, their characteristics, positive and negative impacts on staff and the workplace. When to use different leadership styles and the need to adjust leadership styles according to individuals and situations.	**Leadership styles** • *Autocratic*: autocratic leaders hold on to as much power and decision making as possible: • characteristics – direct supervision of staff, minimal consultation, top down, one-way communication, minimal delegation, power lies with the leader o positive impacts – allows for quick decision making, can increase productivity and quality, can reduce inefficiencies o negative impacts – staff demoralisation, possible environment of fear and mistrust, high absenteeism and staff turnover, stifles creativity o when to use – with new or untrained staff who do not know which tasks to perform or which procedures to follow, with staff who do not respond to any other leadership style, when directing and focusing multi-skilled teams, if there is a need for urgent action, at the 'forming' stage of team development. • *Paternalistic*: paternalistic leadership resemble a parent-child relationship where the leader is seen a father figure, a softer from of authoritarian leadership: o characteristics – minimal delegation, decision making by leader, concern for staff welfare and needs (positive working conditions and fringe benefits), staff follow the direction of the leader o positive impacts – employee trust and loyalty, employee retention, positive relationship between staff and management, employee motivation o negative impacts – restricts creativity and individualism, staff completely dependent on leader, little staff empowerment, demotivation of more experienced staff o when to use – with less experienced or confident staff, with newer staff, in organisations where there is a formal and hierarchical structure.

Component 2: portfolio of evidence

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/.

The *Portfolio Assessment Brief* in *Annexe B* gives more information on the portfolio requirements and shows how these requirements map to the assessment criteria outlined on *pages 92–127*.

The portfolio of evidence will assess the following areas and outcomes from the Apprenticeship Standard.

Skills area	Apprenticeship Standard outcomes	
1) Leading people	1	Able to communicate organisation strategy and team purpose, and adapt style to suit the audience.
	2	Support the development of the team and people through coaching, role modelling values and behaviours, and managing change effectively.
2) Managing people	1	Able to build a high-performing team by supporting and developing individuals, and motivating them to achieve.
	2	Able to set operational and personal goals and objectives and monitor progress, providing clear guidance and feedback.
3) Building relationships	1	Building trust with and across the team, using effective negotiation and influencing skills, and managing any conflicts.
	2	Able to input to discussions and provide feedback (to team and more widely), and identify and share good practice across teams.
	3	Building relationships with customers and managing these effectively.
4) Communication	1	Able to communicate effectively (verbal, written, digital), chair meetings and present to team and management.
	2	Use of active listening and provision of constructive feedback.
5) Operational management	1	Able to communicate organisational strategy and deliver against operational plans, translating goals into deliverable actions for the team, and monitoring outcomes.
	2	Able to adapt to change, identifying challenges and solutions.
	3	Ability to organise, prioritise and allocate work, and effectively use resources.
	4	Able to collate and analyse data, and create reports
6) Project management	1	Able to organise, manage resources and risk, and monitor progress to deliver against the project plan.
	2	Ability to use relevant project management tools, and take corrective action to ensure successful project delivery.
7) Finance	1	Applying organisational governance and compliance requirements to ensure effective budget controls.

Interpersonal Excellence (Team)	
Skills area 1: Leading people	
Apprenticeship Standard outcome	**Content for delivery**
Able to communicate organisation strategy and team purpose, and adapt style to suit the audience	• *Analysing and translating strategy*: identifying components of organisational strategy that is relevant to team activities and purpose; explaining the relationship between the team activities and strategy. • *Communication approach*: using a mix of video, audio, visual and written communication, as appropriate; using simple but relevant messaging; being flexible and allowing opportunity for questions and feedback; using appropriate verbal and non-verbal communication techniques; listening to team members and observing their behaviours. • *Presentation style*: inspirational and persuasive, use of storytelling, being personable, changing tone of voice and behaviours accordingly to match team needs, mirroring audience vocal style and body language.
Support the development of the team and people through coaching, role modelling values and behaviours, and managing change effectively	**Coaching and role modelling in team development** • *Planning coaching sessions*: based on identified development needs, agreeing aims and objectives, establishing needs and ability of participants, identifying appropriate resources, identifying requirements such as health and safety, identifying contingencies, developing a coaching plan, developing activities to achieve coaching objectives. • *Coaching plan components*: including areas such as development success measures, team leader and team member responsibilities, milestones/measurement points, target dates, resources required. • *Preparing coaching sessions*: preparing self, preparing materials, obtaining and preparing equipment.

Personal Effectiveness (Self)	
Skills area 8: Self awareness	
Apprenticeship Standard outcome	**Content for delivery**
Know how to be self-aware and understand unconscious bias and inclusivity. Understand learning styles, feedback mechanisms and how to use emotional intelligence Able to reflect on own performance, seek feedback, understand why things happen, and make timely changes by applying learning from feedback received	• *Using self-assessment tools*: for example, reflection activities, SWOT analysis, skills audit, analysis of feedback. • *Reflecting on outcomes of self-assessment activities*: own skills, knowledge and behaviours; productivity; quality standards; working practices; identifying areas for improvement, identifying areas for development; recognising achievements and successes. • *Identifying sources of feedback*: from team members, from line manager, from senior management, from other teams and departments, from customers, from suppliers, from other stakeholders. • *Types of feedback sought*: positive feedback; constructive criticism; performance targets; quality standards; achievement of learning and development goals and objectives; customer complaints, customer recognition. • *Using the feedback received*: assessing validity of feedback sought, identifying areas where changes can be made to improve/develop skills and/or knowledge. • *Making timely changes*: immediate, earliest opportunity, when convenient to do so, when appropriate to do so. • *Applying learning*: developing sub-standard skills/practices, enhancing existing skills, developing new skills. • *Demonstrating appropriate behaviours*: being resilient, positively responding to feedback; positively challenging feedback to clarify understanding.

Assessing performance

Apprentices must produce their evidence for this assessment against the *Portfolio Assessment Brief* in *Annexe B*.

The Independent End-point Assessor will assess the apprentice's submitted evidence against the requirements in the *Portfolio Assessment Brief* and against the assessment criteria and related evidence requirements, detailed on the following pages.

There are twenty assessment criteria, giving 20 marks in total. The Independent End-point Assessor will award 1 mark for each assessment criterion fully demonstrated through the apprentice's evidence. The scores for all assessment criteria will then be totalled to get an overall score for the portfolio, up to a maximum of 20 marks.

The apprentice must achieve a minimum of 10 marks (50%) to pass the portfolio assessment.

No other sources of information will be used to make judgements about the quality and sufficiency of the apprentice's evidence. Evidence requirements are provided for all assessment criteria to clarify the evidence expected.

Interpersonal Excellence (Team)		
Skills area 1: Leading people		
Apprenticeship Standard outcome	**Assessment criterion** **The apprentice can:**	**Evidence requirements**
Able to communicate organisation strategy and team purpose, and adapt style to suit the audience	**1.** Communicate organisational strategy and team purpose to their team effectively, ensuring the message is understood by all.	To meet assessment criterion **1**, apprentices must provide suitable work-based evidence that shows that they can communicate organisational strategy and team purpose to their team effectively using an appropriate communication approach. Apprentices' evidence must show their use of: • an appropriate communication approach and presentation style that effectively conveys their message about the organisational strategy and team purpose, and that meets the specific needs of the audience • appropriate verbal and non-verbal communication skills and techniques, such as questioning, active listening, storytelling, summarising and mirroring to deliver the message effectively. Any written and digital communications must be professionally presented, accurate and convey the message in a business-like manner that is in line with organisational standards.

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	1 Understand different leadership styles and the benefits of coaching to support team members and improve performance. 2 Understand organisational cultures, equality, diversity and inclusion.
2) Managing people	1 Understand people and team management models, including team dynamics and motivation techniques. 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.
3) Building relationships	1 Understand approaches to customer and stakeholder relationship management, including emotional intelligence and how to manage conflict. 2 Know how to facilitate cross team working to support delivery of organisational objectives.
4) Communication	1 Understand different forms of communication and their application. 2 Know how to chair meetings, hold challenging conversations, provide constructive feedback and understand how to raise concerns.

Annexe A: Gateway Declaration Form

Apprentice name:	
ULN:	
Gateway date:	

Prerequisite evidence	Y/N	Comments/description of evidence (if applicable)
English and mathematics certificates (Level 2 or above) 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 used, there should be provision of underpinning knowledge and training with regular assessments to an equivalent standard, quality and scope, which can be evidenced. • Regular performance reviews between apprentice and line manager. • Opportunities given and evidence generated to cover all portfolio assessment criteria. • Feedback from line manager, peers and direct reports (including 180/360-degree feedback or equivalent).		

Evidence requirements for the apprentice's organisation

Please list any other evidence reviewed as part of the gateway process.

Employer declaration

I confirm that the apprentice has achieved the occupational knowledge, skills and behaviours required to achieve the apprenticeship.

The apprentice has achieved the prerequisites listed above and is ready for their end-point assessment.

Name:_____ Date:_____

Signature:_____

Apprentice declaration

I confirm the gateway evidence is my own and agree to be put forward for the End-point Assessment.

Signature:_____Date:_____