Training Qualifications UK

TQUK Level 3 End-Point Assessment for ST0384 **Team Leader** V1.3 and V1.4

Qualification Number: 610/1004/2

Standard Specification

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Key Information

Reference:	ST0384
Version:	V1.3 and V1.4
Level:	3
Typical duration to gateway:	15 months
Typical EPA period:	3 months
Maximum funding:	£5,000
Route:	Business and administration
Approved for delivery:	01 June 2016
Date updated:	25 September 2024
Lars code:	105
EQA provider:	Ofqual
Review:	This apprenticeship will be reviewed in accordance with the IfATE change request policy
Qualification Number	610/1004/2

Apprenticeship Summary

Overview of the Role

Managing individuals, teams, or projects to meet private, public, or voluntary organisational goals.

Occupation Summary

This occupation is found in small, medium, large, and multinational organisations in private, public, and third sectors across all areas of the economy. A team leader is found in organisations where there is a need for first-line management and support for teams and senior management.

The broad purpose of this role is to provide leadership with operational and project responsibilities. Team leaders manage individuals, teams, or elements of a project, offering direction, instructions, and guidance to achieve set goals. They are vital for the smooth functioning of all departments within an organisation and are often responsible for ensuring that functions are correctly administered and maintained in line with legislation and the organisation's procedures.

In their daily work, an employee in this occupation interacts with colleagues from various internal departments, including operations, human resources, finance, legal, IT, sales, and marketing. This role also involves interaction with external stakeholders such as customers, clients, and suppliers. It may include off-site and hybrid working.

An employee in this occupation is responsible for supporting, managing, and developing individuals; managing projects; planning and monitoring workloads and resources; delivering operational plans; resolving problems; and building relationships both internally and externally.

Team leaders may work as part of a network or in various team settings. They operate within agreed budgets and available resources, reporting to mid-level and senior managers. While they may occasionally make decisions, they more often guide or influence the decisions of others, including collecting and interpreting data to identify trends, analysing resources, and finding ways to save money and improve efficiency.

Team leaders understand how their role supports the broader organisational structure. They apply codes of practice, legislation, and regulations relevant to their organisation's areas of operation. This includes not only legal and ethical responsibilities but also equity, inclusion, and the sustainability impacts of the organisation.

Typical Job Titles

Duty Lead, Project Lead, Shift Supervisor, Supervisor, Team Leader, Trading Manager.

Professional Recognition

This apprenticeship aligns with The Chartered Management Institute for Associate Membership, and the Institute of Leadership for Associate Membership. More details can be found by contacting the professional body.

Assessment Methods

The end-point assessment (EPA) for this standard consists of two assessment methods:

Presentation with questions

Professional discussion underpinned by a portfolio of evidence

Assessment Order

The assessment methods can be delivered in any order. The result of one assessment method does not need to be known before starting the next.

EPA Window

The EPA period starts when Training Qualifications UK (TQUK) confirms the gateway requirements have been met and is typically three months.

Gateway Considerations

Before the apprentice can start their EPA, the training provider is required to upload the following:

- Photo ID
- Portfolio of evidence

At gateway, the training provider is also requested sign a declaration to confirm that the English and maths requirements have been met in line with the funding rules.

Presentation with questions

Overview

In the presentation with questions, the apprentice will deliver a presentation on a set subject to the End-Point Assessor. The assessor will then ask questions after the presentation. This gives the apprentice the opportunity to directly demonstrate the knowledge, skills and behaviours (KSBs) mapped to this assessment method, specifically those relating to communication and presentation.

The End-Point Assessor will conduct and assess the presentation with questions, which must be structured to give the apprentice the opportunity to demonstrate the KSBs to the highest available grade.

The presentation and questions must last **50 minutes**. This will typically include a presentation of **20 minutes** and questioning lasting **30 minutes**. The End-Point Assessor must use the full time available for questioning, and can increase the total time of the presentation and questioning by up to 10% to allow the apprentice to complete their last point or respond to a question if necessary.

The presentation with questions must take place in a suitable venue, for example the employer's premises, in a controlled environment, free from any distractions. The presentation with questions can be conducted by video conferencing using Microsoft Teams.

Presentation

Post gateway, and following a discussion with the employer, TQUK will give the apprentice their presentation topic. The presentation will be based on one of the following:

- reviewing ways to reduce cost and increase efficiency in a business environment
- using data and technology to support organisational goals
- improving team performance to support organisational goals
- leading and supporting a team through a period of change within the organisation.

As well as the above topics, further topic areas can be added, provided they cover the relevant KSBs and give adequate opportunity for the apprentice to meet the required grading criteria.

The presentation must include a summary of the apprentice's role as a team leader, what they do and how this is relevant to their role and the organisation. It should cover the following themes:

- data collection and benchmarking
- problem analysis and conclusions
- people and relationships
- future plans and opportunities.

The apprentice must submit any presentation materials to TQUK by the end of week four of the EPA period. The apprentice must also notify TQUK at that point of any technical requirements for the presentation.

During the presentation, the apprentice must have access to:

- audio-visual presentation equipment
- a flip chart and writing and drawing materials
- a computer.

The End-Point Assessor must have at least **two weeks** before the presentation is delivered by the apprentice to review any presentation materials and allow them to prepare questions. The assessor must give the apprentice at least **one week's notice** of the presentation date.

Questions

The End-Point Assessor must ask questions after the presentation, to seek clarification where required and to assess the level of competence against the grading descriptors.

The End-Point Assessor must ask **at least five** questions. Follow up questions are allowed where clarification is required.

Grading

The End-Point Assessor will make all grading decisions.

This assessment is graded fail, pass, or distinction, according to the grading criteria.

To achieve a pass in this assessment, the apprentice must meet all the pass criteria. To be awarded a distinction, they must meet all the pass criteria and all the distinction criteria.

If the apprentice does not meet all the pass criteria, this assessment will be graded as a fail.

Presentation with questions - KSBs and Grading Criteria

Data collection and benchmarking	
Pass	Outlines the processes and policies supporting the delivery (of the chosen topic) and the regulation, legislation and compliance which impacts their role and the organisation. (K3, K5)
	Explains how (the chosen topic) considers external factors affecting the workplace, how they are managed, and the influence of the wider social and economic environment in which the organisation operates. (K15, K21)
	Collates and interprets data and information to create reports tailored to the needs of different audiences. (K20, S3)
Dist.	Evaluates the impact of external factors and the influence of the wider social and economic environment in which the organisation operates (on the chosen topic). (K15, K21)
	Evaluates how well the reports they created met the needs of different audiences. (K20, S3)
K3 Processes and policies which support the delivery of operational requirements.	
K5 Relevant regulation, legislation, and compliance that impacts their role and the organisation.	
K15 External factors that affect the workplace, such as sustainability and net carbon zero, and how they are managed.	
K20 How to collate, interpret and communicate data and information to meet the needs of different audiences.	
K21 The wider social and economic environment in which the organisation operates.	
S3 Able to collate and interpret data and information and create reports.	

Problem analysis and conclusions	
Pass	Explains how their role impacts on the organisation's strategy and objectives and the impact that cross team working has on delivering them. (K6, K19)
Pass	Applies communication techniques, problem-solving and decision-making principles to provide solutions and influence the decision-making process. (K9, K12, S5)
Dist.	Justifies their selection of communication techniques, problem-solving and decision-making principles to provide solutions and influence the decision-making process. (K9, K12, S5)
K6 Organisational strategy and objectives and how their role impacts on them.	
K9 Communication techniques including presentation skills, negotiation and influencing skills.	
K12 Problem-solving and decision-making principles.	
K19 The impact that cross-team working has in the delivery of organisational objectives.	
S5 Use information and problem-solving techniques to provide solutions and influence the decision-making process.	
People and relationships	
Pass	Explains how they manage and maintain relationships with a diverse workforce and stakeholders, set objectives, monitor progress and provide guidance and feedback for individual and team performances. (K11, S9, S15)
Pass	Explains how they proactively support the delivery of equity, diversity and inclusion in the workplace and monitor the impact on their team. (S17, B2)
Dist.	Evaluates the impact in the workplace of promoting an inclusive culture. (S17, B2)
K11 Stakeholder management.	
S9 Manage individual or team performance by setting objectives, monitoring progress, and providing clear guidance and feedback.	
S15 Manage and maintain relationships with a diverse workforce and stakeholders.	
S17 Interpret policy and support the delivery of equity, diversity and inclusion in the workplace and monitor their impact on their team.	
B2 Supports an inclusive culture, treating colleagues and external stakeholders fairly and with respect.	

Future plans and opportunities	
Pass	Describes the impact of internal and external factors on their role, identifying how they will work flexibly to adapt to future changes in the sector that may affect their organisation. (K16, S18, B5)
Dist.	N/A
K16 The impact that internal and external factors such as environmental impacts, have on their role.	
S18 Identify future changes in the sector such as technology advances that may impact their organisation.	
B5 Works flexibly and adapts to circumstances.	

Portfolio of Evidence

Apprentices must compile a portfolio containing evidence during the on-programme period of the apprenticeship to demonstrate the knowledge, skills and behaviours (KSBs) that the professional discussion will assess. The portfolio will typically contain **16 discrete pieces of evidence**.

Evidence should be mapped against the KSBs assessed by the professional discussion and may be used to demonstrate more than one KSB. The apprentice must provide evidence for all the KSBs. Incomplete portfolios will be rejected at the gateway stage.

The Portfolio Mapping and Tracking Form allows the apprentice to identify which piece of evidence meets each KSB.

Evidence sources may include workplace documentation and records, for example:

- workplace policies and procedures
- witness statements
- annotated photographs
- video clips with a maximum total duration of five minutes; the apprentice must be in view and identifiable.

Any employer contributions to the portfolio of evidence should focus on direct observation of performance (a witness statement, for example) rather than opinions.

This is not a definitive list; other evidence sources are possible. However, the evidence provided must be valid and attributable to the apprentice.

The portfolio of evidence should not include reflective accounts or any methods of self-assessment.

As the portfolio is to underpin the professional discussion, it is not directly assessed or marked. It will only be reviewed to prepare questions for the professional discussion, and the End-Point Assessor will not be required to give feedback on the portfolio after this review.

Professional Discussion
underpinned by a portfolio of evidence

Assessment Overview

In the professional discussion, the End-Point Assessor and the apprentice have a formal two-way conversation to allow the apprentice to demonstrate the knowledge, skills and behaviours (KSBs) mapped to this assessment method.

The End-Point Assessor will conduct and assess the professional discussion, which must be structured to give the apprentice the opportunity to demonstrate the KSBs to the highest available grade.

The purpose is to assess the apprentice's competence against the following themes:

- building a high performing team
- communicating and implementing operational plans
- managing change and continuous improvement
- using technology
- contributing to a project.

The End-Point Assessor must have at least **two weeks** to review the supporting documentation in the portfolio of evidence. The assessor must give the apprentice at least **one week's notice** of the date of the professional discussion.

The apprentice must have access to their portfolio of evidence during the professional discussion so they can refer to and use evidence from it to illustrate their answers.

The professional discussion must last for **60 minutes**. The End-Point Assessor can increase the time of the professional discussion by up to 10% to allow the apprentice to respond to a question if necessary. No new questions will be asked after the time limit has been reached.

The End-Point Assessor must ask at least **five questions**. Follow-up questions are allowed where clarification is required.

The professional discussion must take place in a suitable venue, for example the employer's premises, in a controlled environment, free from any distractions. The professional discussion can be conducted by video conferencing using Microsoft Teams.

Grading

The End-Point Assessor will make all grading decisions.

This assessment is graded fail, pass, or distinction, according to the grading criteria.

To achieve a pass in this assessment, the apprentice must meet all the pass criteria. To be awarded a distinction, they must meet all the pass criteria and all the distinction criteria.

If the apprentice does not meet all the pass criteria, this assessment will be graded as a fail.

Professional Discussion - KSBs and Grading Criteria

Building a high performing team	
Pass	Describes their approach to identifying and supporting the learning and development needs of team members, as well as seeking out opportunities to develop their own learning and professional development. (K2, S4, B4)
	Describes the leadership, management and performance management techniques and tools they use to organise, prioritise, and allocate work activities. (K1, K17, S2)
	Explains their approach to sharing best practice and advising stakeholders on the practical application of regulation and legislation relevant to their work within the organisation. (S12)
	Explains how they have ethically and inclusively applied policies and procedures relating to people and organisational culture to support equity, diversity, and inclusion in the workplace. (K10, K23, B1)
Dist.	Evaluates their approach to supporting and promoting equity, diversity, and inclusion in terms of impact on the workplace. (K10, K23, B1)
K1 Performance management techniques.	
K2 How to identify the learning needs of others and solutions to address them.	
K10 Policy and procedure relating to people and organisational culture.	
K17 Leadership and management approaches.	
K23 Principles of equity, diversity and inclusion in the workplace and their impact on the organisation and the team.	
S2 Use tools to organise, prioritise and allocate daily and weekly work activities.	
S4 Identify and support the development of the team through informal coaching and continuous professional development.	
S12 Interpret and apply regulation and legislation, share best practices, and advise stakeholders on their application.	
B1 Acts professionally, ethically and with integrity.	
B4 Seeks learning opportunities and continuous professional development.	

Communication and implementing operational plans	
Pass	Explains how they use and manage resources and collaborate with stakeholders to implement and deliver operational goals and team plans within their level of responsibility and accountability. (K7, K18, S1, S14)
	Explains how they communicated the impact of organisational strategy on different stakeholders using different types of media to ensure understanding. (S11, S13)
Dist.	Evaluates the impact of the techniques they have used to communicate how organisational strategy impacts stakeholders, suggesting improvements to facilitate their understanding of what is required. (S11, S13)
K7 How to manage resources to implement operational and team plans.	
K18 The purpose of their role within the organisation, including their level of responsibility and accountability.	
S1 Use resources to implement operational and team plans.	
S11 Interpret organisational strategy and communicate how this impacts others.	
S13 Communicate information through different media, such as face-to-face meetings, emails, reports, and presentations to enable key stakeholders to understand what is required.	
S14 Collaborate with stakeholders in the organisation to ensure the delivery of operational goals.	
Managing change and continuous improvement	
Pass	Explains how they apply the principles of change management and continuous improvement to work processes to identify areas where performance can be enhanced. (K13, S7)
	Describes how they negotiate with and challenge stakeholders and others, when managing change, and the activities used to resolve and reduce conflict. (S10, S16)
	Describes their approach to managing budgets and maximising the use of resources. (K22)
Dist.	Evaluates the extent to which continuous improvement techniques improve work processes. (K13, S7)
K13 Principles of change management and continuous improvement.	
K22 Approaches to managing budgets, and options and choices to maximise efficient use of resources.	
S7 Review work processes to identify opportunities to improve performance and for continuous improvement.	
S10 Manage others through change by identifying challenges and the activities to resolve them.	
S16 Negotiate with and challenge stakeholders to manage change and reduce conflict.	

Using technology	
Pass	Describes the technology, software, and methods they use to produce documentation and support activities for the business, and how they monitor their use to reduce energy consumption when not in use. (K14, S8, S19)
Dist.	N/A
K14 IT and software used to support the activities of the business.	
S8 Use technology and software to produce documentation, such as spreadsheets and presentation packages to communicate information.	
S19 Monitor the use of technology and the potential to reduce energy consumption through their optimisation in day-to-day tasks, such as reducing the use of paper and switching off items when not in use.	
Contributing to a project	
Pass	Explains how they utilise project management tools and techniques to plan a project, prioritise activities, monitor progress, and take corrective action to deliver against the project plan on time whilst taking ownership of the tasks. (K4, K8, S6, B3)
Dist.	N/A
K4 Project management tools and techniques.	
K8 Time management and prioritisation tools.	
S6 Use digital tools for planning and project management to monitor project progress, taking corrective action to deliver against the project plan.	
B3 Takes accountability and ownership of their tasks and workload.	

Overall Grading

The overall grades available for this apprenticeship are fail, pass, or distinction. Each assessment component is graded individually. Once an apprentice has completed all assessment components, the grades are combined as described in the table below to determine an apprentice's overall grade.

Presentation with questions	Professional Discussion underpinned by a portfolio of evidence	Overall Grade
A fail in any assessment component will result in a fail overall		
Pass	Pass	Pass
Distinction	Pass	Pass
Pass	Distinction	Pass
Distinction	Distinction	Distinction

Resits and Retakes

If an apprentice fails one or more assessment method(s), they are eligible for a resit or a retake at their employer's discretion. The apprentice's employer needs to agree that a resit or retake is appropriate.

A resit does not need further learning, whereas a retake does. The apprentice should have a supportive action plan to prepare for a resit or a retake.

Resits are typically taken within two months of the fail notification. The timescale for a retake is dependent on how much retraining is required, but they are typically taken within three months of the fail notification.

If the apprentice fails the presentation with questions assessment method, they will need to be given a new topic to present on.

Failed assessment methods must be resat or retaken within a six-month period from the fail notification, otherwise the entire EPA will need to be resat or retaken in full.

If an apprentice requires a resit or retake, their EPA grade will be capped at a pass, unless Training Qualifications UK determines there are exceptional circumstances.

Resits and retakes are not offered to an apprentice wishing to move from pass to a higher grade.

Appeals

Training Qualifications UK's Appeals Policy, including time frames, can be found here.