

Advance Assessments Level 3 Team Leader or Supervisor End Point Assessment
Qualification Specification

Key facts

Title: Advance Assessments Level 3 Team Leader or Supervisor End Point Assessment

Ofqual Qualification Number 610/1817/X

Applicable Apprenticeship Standard(s) ST0384 Team Leader or Supervisor

RQF level: 3 (= 'A' Level / BTEC Nationals)

Qualification Objective To develop first line management skills in learners and enable them to provide effective leadership and supervision of a team working at an operational level. The qualification may be part of a journey to a management position.

Entry requirements: Individual employers will set their own entry requirements. Please note the Gateway requirements when making this determination.

Programme duration and programme training requirements: Minimum training duration 12 months, typically 12 to 18 months. Minimum of 20% off-the-job training.

Gateway requirements: Learners must have attained UK RQF Level 2 qualifications in mathematics and English before entry to Gateway.

The End Point Assessment can only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the standard and provides a signed declaration* confirming this to Advance Assessments.

The apprentice must complete and submit a portfolio of evidence that includes a statement from the employer and the apprentice confirming that the evidence is valid and attributable to the apprentice*. The portfolio must include a mapping document that identifies KSBs against evidence items*.

A portfolio will typically include twenty items of discrete evidence. An evidence item may be mapped to more than one KSB assessment criteria.

The portfolio is not directly assessed. It underpins the professional discussion assessment method and is used to inform questioning.

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	<p>In order to complete the presentation with questions and answers method of assessment, Advance Assessments will give the apprentice a presentation title on completion of the Gateway process. The presentation will be based on one of the following topics:</p> <ul style="list-style-type: none">• Reviewing ways to reduce cost and increase efficiency in a business environment• Implementing a performance management process within a team or business unit• Supporting their team through a period of change within their organisation• Managing a difficult situation within their team
EPA duration, following Gateway	Typically, four months.
Link to IfATE Occupational progression map	Occupational progression map for Operations or departmental manager (instituteforapprenticeships.org)
Grades available	Fail/Pass/Distinction
Assessment methods	Presentation with questions and answers (PRES_Q&A). Professional Discussion, underpinned by portfolio of evidence (PROF_DISC).
Link to IfATE apprenticeship specification	Operations or departmental manager / Institute for Apprenticeships and Technical Education

*Blank forms to fulfil each of these requirements are included on the Advance Assessments EPA platform, available to registered apprentices and training providers.
Contact support@advanceassessments.co.uk to register your learners, gain access to the apprentice support materials and equip each learner with a personal upload area.

Definitions:

Gateway refers to the requirements that need to be met in order for an employer to put forward an apprentice for EPA. This ensures that all apprentices have completed the mandatory aspects of the occupational standard and any work that underpins specified assessment methods, and that employers believe an apprentice is occupationally competent at the point they enter Gateway.

KSB (Knowledge, Skills and Behaviours) The Knowledge, Skills and Behaviours required to be competent in the duties described in the occupational standard published by IfATE.

IfATE is the Institute for Apprenticeships and Technical Education is an employer led organisation that supports technical education and apprenticeships in the United Kingdom, through qualifications. It is funded by the Department for Education.

IfATE Occupational Map is the diagram that delineates occupations and the expected qualification achievements along occupational routes in the UK. It is available on the IfATE website.

UK RQF is the UK Regulated Qualifications Framework that defines the levels of different qualifications in the UK.

Assessment methods (2)

1. Presentation with questions and answers

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

The presentation should provide a summary of the apprentice's roles as a team leader and what they do and how this is relevant to their role and organisation. It should focus on how they tackle current topics and will cover all of the KSB assessment criteria assigned to this assessment method.

The apprentice will be given their presentation title by Advance Assessments, following the gateway. The presentation will be based on one of the following topics:

- Reviewing ways to reduce cost and increase efficiency in a business environment
- Implementing a performance management process within a team or business unit
- Supporting their team through a period of change within their organisation
- Managing a difficult situation within their team

Advance Assessments may choose a different topic area where it allows the apprentice a clear opportunity all of the 'pass' and 'distinction' assessment criteria for this assessment method.

Once the presentation title has been set the apprentice will have two weeks in which to prepare and submit a copy of their presentation. Advance Assessments will then inform the apprentice of the date for the presentation with questions and answers. The presentation must take place within four weeks of the presentation title being set.

Presentation delivery

An assessor from Advance Assessments will be present at the presentation.

The presentation with questions and answers will last 50 minutes, plus 10% (at the discretion of the assessor). The presentation will typically last for 20 minutes and the questioning will typically last for 30 minutes. A short break of up to 10 minutes may be taken between the presentation and the questions and answers.

The assessor will ask at least one question from each of the following KSB groups: team building and development, communication, organisational culture and strategy, problem solving and data analysis (minimum five questions). The assessor will ask

further questions, as appropriate to ensure the apprentice has opportunities to meet the pass and distinction assessment criteria for the KSBs assigned to this assessment method. The apprentice may refer to their presentation or presentation aids.

2. Professional discussion underpinned by portfolio of evidence

Apprentices are required to complete a professional discussion with an assessor in order to assess the apprentice's competence and excellence in the KSB requirements assigned to this assessment method.

Professional discussion delivery

An assessor from Advance Assessments will be present at the professional discussion.

The professional discussion will last 60 minutes, plus 10% (at the discretion of the assessor, to allow the apprentice to complete their last answer).

The assessor will ask at least 6 competency-based questions. Questioning will be planned and structured in order to allow the apprentice opportunities to meet the pass and distinction assessment criteria for KSBs assigned to this assessment method. Further questions may be asked for clarification and to allow the apprentice to expand their answers. Questions should be open and must not lead the apprentice.

The apprentice may have access to their portfolio of evidence during the professional discussion. The portfolio of evidence is not directly assessed. Assessment is based on the professional discussion only.

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	Assessment Criteria The apprentice is able to:		
Requirement (KSB)	PASS	DISTINCTION	Assessment Method
Knowledge statements			
K1. Leading people			
K1.1 Understand different leadership styles and the benefits of coaching to support people and improve performance. Maximum grade attainable: Distinction	Explain how they use knowledge of leadership styles and facilitation of cross team working, to develop their team and individuals and improve performance and how this helps them to drive their team to meet their objectives. (K1.1, K3.2, B1.1)	Analyse the effectiveness of appropriate academic theories and models and incorporates them appropriately in their approach to leadership and team building. (K1.1, S1.2)	PRES_Q&A
K1.2 Understand organisational cultures, equality, diversity and inclusion. Maximum grade attainable: Distinction	Explains the importance of an organisational culture, what it is influenced and informed by, and its responsibility to equality, diversity and inclusion. (K1.2)	Analyses how culture can affect individuals in different ways and how different cultures can impact on team working and strategy. (K1.2, S5.1)	PRES_Q&A
K2. Managing people			
K2.1 Understand people and team management models, including team dynamics and motivation techniques. Maximum grade attainable: Distinction	Describes how they developed a high performing and motivated team by setting a fair, consistent and impartial example; setting, monitoring and supporting operational and personal objectives; building trust and using their understanding of team dynamics, management models, emotional intelligence, active listening and learning styles; and leading by example. (K2.1, K8.2, S2.1, S2.2, B4.1)	Evaluates motivational practices and their benefits and drawbacks (e.g. recognition, reward, enrichment, consultation) and deploys them in their approach to team building. (K2.1, S2.1)	PRES_Q&A

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<p>K2.2 Understand HR systems and legal requirements, and performance management techniques including setting goals and objectives, conducting appraisals, reviewing performance, absence management, providing constructive feedback, and recognising achievement and good behaviour..</p> <p>Maximum grade attainable: Distinction</p>	<p>Explains their application of organisational governance, compliance and performance management techniques to deliver value for money, and monitor budgets to ensure costs do not overrun. (K2.2, K7.1, K7.2, S7.1)</p>	<p>Evaluates the importance of organisational governance and compliance from a corporate, legal and budgetary standpoint, and describes how appropriate governance and HR practices can positively impact their team and the wider organisation. (K2.2, S7.1, B4.3)</p>	<p>PRES_Q&A</p>
<p>K3. Building relationships</p>			
<p>K3.1 Understand approaches to customer and stakeholder relationship management, including emotional intelligence and managing conflict.</p> <p>Maximum grade attainable: Pass</p>	<p>Explains approaches taken to manage stakeholder and customer relationships which makes reference to emotional intelligence and conflict management techniques. (K3.1, B1.3)</p>		<p>PRES_Q&A</p>
<p>K3.2 Know how to facilitate cross team working to support delivery of organisational objectives.</p> <p>Maximum grade attainable: Pass</p>	<p>Explain how they use knowledge of leadership styles and facilitation of cross team working, to develop their team and individuals and improve performance and how this helps them to drive their team to meet their objectives. (K1.1, K3.2, B1.1)</p>		<p>PRES_Q&A</p>
<p>K4. Communication</p>			
<p>K4.1 Understand different forms of communication and their application.</p> <p>Maximum grade attainable: Distinction</p>	<p>Select appropriate communication manner and medium to build and manage an effective relationship with customers and adapt their approach to suit their audience. (K4.1, S3.3)</p>	<p>Evaluates how they build rapport with their audience, including customers and how this can be negatively and positively impacted on by the different communication approaches and styles (e.g. verbal, non-verbal, written, visual and digital/electronic). (K4.1, S3.3)</p>	<p>PRES_Q&A</p>

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K4. 2 Know how to chair meetings, hold challenging conversations, provide constructive feedback and understand how to raise concerns. Maximum grade attainable: Distinction	Explains how to approach challenging conversations, how to raise concerns and how to provide constructive feedback. (K4.2)	Regulate the flow of conversations in the meetings they lead and compensate for both dominant and quiet voices to be heard equally. (K4.2, S4.1)	PRES_Q&A
K5. Operational management			
K5.1 Understand how organisational strategy is developed. Maximum grade attainable: Distinction	Describe how an organisational strategy is arrived at, and how both the strategy and culture are cascaded through an organisation, how they remain flexible in delivering it and how targets are achieved, and outcomes monitored. (B3.1, K5.1, S1.1, S5.1)	Explains the impact their communication of operational plans has had on the deliverable actions for their team, and the steps they then took to mitigate any adverse effects arising from this communication. (K5.1, B3.1)	PRES_Q&A
K5.2 Know how to implement operational/team plans and manage resources and approaches to managing change within the team. Maximum grade attainable: Pass	Presents strategies to implement operational and/or team plans and manage resources. Identifies challenges and responds to feedback from their team and others to positively and proactively make business and delivery decisions, adapting plans and managing change to identify solutions. (K5.2, B3.3)		PRES_Q&A
K5.3 Understand data management, and the use of different technologies in business. Maximum grade attainable: Distinction	Use data, including collection, management and analysis, to create reports which support their decision making. (K5.3, K10.2, S5.4)	Evaluates how their analysis and management of either qualitative or quantitative data or different technologies has led, or will lead, to improved quality, efficiency or productivity within their organisation. (K.5.3, K10.2, S5.4)	PRES_Q&A
K6. Project management			
K6.1 Understand the project life cycle and roles.	Explains the project lifecycle and how they have employed relevant project management tools to deliver a project against targets,	Evaluates known influencing and negotiating theories and models and the effectiveness of these within their	PROF_DISC

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Maximum grade attainable: Distinction	taking effective actions to monitor and manage resources, risks and budget. (K6.1, K6.2, S6.1)	organisation when managing the supplier relationship. (K6.1)	
K6. 2 Know how to deliver a project including: managing resources, identifying risks and issues, using relevant project management tools Maximum grade attainable: Pass	Explains the project lifecycle and how they have employed relevant project management tools to deliver a project against targets, taking effective actions to monitor and manage resources, risks and budget. (K6.1, K6.2, S6.1)		PROF_DISC
K6.3 Know how to manage conflict at all levels. Maximum grade attainable: Pass	Describes when they have been able to build trust and effective relationships when identifying and sharing good practice while working collaboratively both within their organisation and externally. Explains how they used effective negotiation and influencing skills and demonstrated determination to manage conflict. (K6.1, K6.2, K6.3, S6.1, S6.2, B1.3)		PROF_DISC
K7. Finance			
K7.1 Understand organisational governance and compliance, and how to deliver Value for Money.. Maximum grade attainable: Pass	Explains their application of organisational governance, compliance and performance management techniques to deliver value for money, and monitor budgets to ensure costs do not overrun. (K2.2, K7.1, K7.2, S7.1)		PROF_DISC
K7.2 Know how to monitor budgets to ensure efficiencies and that costs do not overrun. Maximum grade attainable: Pass	Explains their application of organisational governance, compliance and performance management techniques to deliver value for money, and monitor budgets to ensure costs do not overrun. (K2.2, K7.1, K7.2, S7.1)		PROF_DISC
K8 Awareness of self			
K8.1 Know how to be self-aware and understand unconscious bias and inclusivity.	Explains what the implications of unconscious bias are, and the approaches		PROF_DISC

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Maximum grade attainable: Pass	they take to promote inclusivity within their workplace. (K8.1)		
K8.2 Understand learning styles, feedback mechanisms and how to use emotional intelligence. Maximum grade attainable: Pass	Describes how they developed a high performing and motivated team by setting a fair, consistent and impartial example; setting, monitoring and supporting operational and personal objectives; building trust and using their understanding of team dynamics, management models, emotional intelligence, active listening and learning styles; and leading by example. (K2.1, K8.2, S2.1, S2.2, B4.1)		PROF_DISC
K9. Management of Self:			
K9.1 Understand time management techniques and tools and how to prioritise activities and approaches to planning. Maximum grade attainable: Pass	Describes how they are open and honest in their approach to planning, time management and managing themselves and others, and how they reflect upon, seek and apply feedback on their own performance when creating their personal development plan, and managing their work and performance (K9.1, S8.1, S9.1, B2.2, B4.2)		PRES_Q&A
K10. Decision making			
K10.1 1 Understand problem solving and decision-making techniques. Maximum grade attainable: Pass	Applies problem solving and decision-making techniques. Explains how they take a positive and adaptive approach to change within their organisation, describing when they have shown accountability for personal and team objectives and resilience in challenging situations and an ability to adapt both their approach and that of their team, to operational change and challenges		PRES_Q&A

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	within their organisation, escalating issues when required. (K10.1, S5.2, S10.1, B1.2)		
K10.2 Understand how to analyse data to support decision making. Maximum grade attainable: Distinction	Use data, including collection, management and analysis, to create reports which support their decision making. (K5.3, K10.2, S5.4)	Evaluates how their analysis and management of either qualitative or quantitative data or different technologies has led, or will lead, to improved quality, efficiency or productivity within their organisation. (K.5.3, K10.2, S5.4)	PRES_Q&A
Skills statements			
S1. Leading people			
S1.1 Able to communicate organisation strategy and team purpose, and adapt style to suit the audience. Maximum grade attainable: Pass	Describe how an organisational strategy is arrived at, and how both the strategy and culture are cascaded through an organisation, how they remain flexible in delivering it and how targets are achieved, and outcomes monitored. (B3.1, K5.1, S1.1, S5.1)		PRES_Q&A
S1.2 Support the development of the team and people through coaching, role modelling values and behaviours, and managing change effectively. Maximum grade attainable: Distinction	Demonstrates how they support the development of the team and manage change to deliver organisational objectives, through coaching, role modelling and the use of resources and prioritising work allocation. (S1.2, S5.3) Adapt their approach where required, to accommodate specific needs of individual team members. (S1.2)	Analyse the effectiveness of appropriate academic theories and models and incorporates them appropriately in their approach to leadership and team building. (K1.1, S1.2)	PRES_Q&A
S2. Managing people			
S2.1 Able to build a high-performing team by supporting and developing individuals, and motivating them to achieve.	Describes how they developed a high performing and motivated team by setting a fair, consistent and impartial example; setting, monitoring and supporting operational and personal objectives;	Evaluates motivational practices and their benefits and drawbacks (e.g. recognition, reward, enrichment, consultation) and deploys them in their approach to team building. (K2.1, S2.1)	PROF_DISC

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Maximum grade attainable: Distinction	building trust and using their understanding of team dynamics, management models, emotional intelligence, active listening and learning styles; and leading by example. (K2.1, K8.2, S2.1, S2.2, B4.1)		
S2.2 Able to set operational and personal goals and objectives and monitor progress, providing clear guidance and feedback. Maximum grade attainable: Pass	Describes how they developed a high performing and motivated team by setting a fair, consistent and impartial example; setting, monitoring and supporting operational and personal objectives; building trust and using their understanding of team dynamics, management models, emotional intelligence, active listening and learning styles; and leading by example. (K2.1, K8.2, S2.1, S2.2, B4.1)		PROF_DISC
S3. Building relationships			
S3.1 Building trust with and across the team, using effective negotiation and influencing skills, and managing any conflicts. Maximum grade attainable: Distinction	Provides reports and management information that details the management of their project proposal's budget appropriately considering the financial implications of their decisions and adjusts their approach or recommendations accordingly. (K3.1, S1.5, S3.1)	Justifies and evaluates the financial and budgetary recommendations identified within the project proposal. (S1.5, S3.1)	PRES_Q&A
S3.2 Able to input to discussions and provide feedback (to team and more widely), and identify and share good practice across teams Maximum grade attainable: Pass	Describes, with examples, when they have shared good practice with, and provided direction and constructive feedback to, their team (and more widely), including how they actively listened and were fair, consistent and impartial in their approach (S3.2, S4.2, B2.1)		PROF_DISC

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S3.3 Building relationships with customers and managing these effectively. Maximum grade attainable: Distinction	Select appropriate communication manner and medium to build and manage an effective relationship with customers and adapt their approach to suit their audience. (K4.1, S3.3)	Evaluates how they build rapport with their audience, including customers and how this can be negatively and positively impacted on by the different communication approaches and styles (e.g. verbal, non-verbal, written, visual and digital/electronic). K4.1, S3.3)	PRES_Q&A
S4. Communication:			
S4.1 Able to communicate effectively (verbal, written, digital), chair meetings and present to team Maximum grade attainable: Distinction	Describes, with examples, how they have chaired meetings, when they have presented to team/management, and how they facilitated the contributions of others. (S4.1)	Regulate the flow of conversations in the meetings they lead and compensate for both dominant and quiet voices to be heard equally. (K4.2, S4.1)	PRES_Q&A
S4.2 Use of active listening and provision of constructive feedback. Maximum grade attainable: Distinction	Describes, with examples, when they have shared good practice with, and provided direction and constructive feedback to, their team (and more widely), including how they actively listened and were fair, consistent and impartial in their approach (S3.2, S4.2, B2.1)	Evaluates the principles of active listening and their benefits and deploys them appropriately in their approach to team management. (S4.2)	PROF_DISC
S5. Operational Management			
S5.1 Able to communicate organisational strategy and deliver against operational plans, translating goals into deliverable actions for the team, and monitoring outcomes. Maximum grade attainable: Distinction	Describe how an organisational strategy is arrived at, and how both the strategy and culture are cascaded through an organisation, how they remain flexible in delivering it and how targets are achieved, and outcomes monitored. (B3.1, K5.1, S1.1, S5.1)	Analyses how culture can affect individuals in different ways and how different cultures can impact on team working and strategy. (K1.2, S5.1)	PRES_Q&A
S5.2 Able to adapt to change, identifying challenges and solutions. Maximum grade attainable: Distinction	Applies problem solving and decision-making techniques. Explains how they take a positive and adaptative approach to change within their organisation, describing when they have shown accountability for personal and team objectives and resilience in	Analyses the successes and learning points from a period of change their organisation has experienced, and describes how the team leader's role enables their team to clearly understand success criteria. (K3.1, S5.2, B3.2, B3.3)	PRES_Q&A

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	challenging situations and an ability to adapt both their approach and that of their team, to operational change and challenges within their organisation, escalating issues when required. (K10.1, S5.2, S10.1, B1.2)		
S5.3 Ability to organise, prioritise and allocate work, and effectively use resources. Maximum grade attainable: Pass	Identifies strengths in their team and adopts coaching and mentoring techniques to develop, build, enable and motivate the team and support high performance working. Uses delegation to enable delivery through others and describes strategies to manage multiple teams. (K4.2, K4.4, K5.1, S4.2, S5.2, S5.3)		PRES_Q&A
S5.4 Able to collate and analyse data and create reports. Maximum grade attainable: Distinction	Use data, including collection, management and analysis, to create reports which support their decision making. (K5.3, K10.2, S5.4)	Evaluates how their analysis and management of either qualitative or quantitative data or different technologies has led, or will lead, to improved quality, efficiency or productivity within their organisation. (K.5.3, K10.2, S5.4)	PRES_Q&A
S6. Project management			
S6.1 Able to organise, manage resources and risk, and monitor progress to deliver against the project plan. Maximum grade attainable: Pass	Explains the project lifecycle and how they have employed relevant project management tools to deliver a project against targets, taking effective actions to monitor and manage resources, risks and budget. (K6.1, K6.2, S6.1)		PROF_DISC
S6.2 Ability to use relevant project management tools and take corrective action to ensure successful project delivery. Maximum grade attainable: Distinction	Monitors performance and takes appropriate and timely corrective action as required to support a successful project outcome. (S6.2)	Evaluates how they have adapted known project management tools and approaches to suit the needs of their organisation. (S6.2)	PROF_DISC
S7. Finance			

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S7.1 Applying organisational governance and compliance requirements to ensure effective budget controls. Maximum grade attainable: Distinction	Explains their application of organisational governance, compliance and performance management techniques to deliver value for money, and monitor budgets to ensure costs do not overrun. (K2.2, K7.1, K7.2, S7.1)	Evaluates the importance of organisational governance and compliance from a corporate, legal and budgetary standpoint, and describes how appropriate governance and HR practices can positively impact their team and the wider organisation. (K2.2, S7.1, B4.3)	PRES_Q&A
S8. Self-Awareness			
S8.1 Able to reflect on own performance, seek feedback, understand why things happen, and make timely changes by applying learning from feedback received. Maximum grade attainable: Distinction	Describes how they are open and honest in their approach to planning, time management and managing themselves and others, and how they reflect upon, seek and apply feedback on their own performance when creating their personal development plan, and managing their work and performance. (K9.1, S8.1, S9.1, B2.2, B4.2)	Describes how they have used known management tools and theories to improve to their performance based upon feedback received. (S8.1)	PROF_DISC
S9. Management of Self			
S9.1 Able to create an effective personal development plan, and use time management techniques. Maximum grade attainable: Pass	Describes how they are open and honest in their approach to planning, time management and managing themselves and others, and how they reflect upon, seek and apply feedback on their own performance when creating their personal development plan, and managing their work and performance. (K9.1, S8.1, S9.1, B2.2, B4.2)		PROF_DISC
S10. Decision making			
S10.1 Use of effective problem-solving techniques to make decisions relating to delivery using information from the team and others, and able to escalate issues when required	Applies problem solving and decision-making techniques. Explains how they take a positive and adaptative approach to change within their organisation, describing when they have shown accountability for personal and team objectives and resilience in challenging situations and an ability to		PRES_Q&A

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Maximum grade attainable: Pass	adapt both their approach and that of their team, to operational change and challenges within their organisation, escalating issues when required. (K10.1, S5.2, S10.1, B1.2)		
Behaviour statements			
B1 Takes responsibility			
B1.1 Drive to achieve in all aspects of work Maximum grade attainable: Pass	Explain how they use knowledge of leadership styles and facilitation of cross team working, to develop their team and individuals and improve performance and how this helps them to drive their team to meet their objectives. (K1.1, K3.2, B1.1)		PRES_Q&A
B1.2 Demonstrates resilience and accountability Maximum grade attainable: Pass	Applies problem solving and decision-making techniques. Explains how they take a positive and adaptative approach to change within their organisation, describing when they have shown accountability for personal and team objectives and resilience in challenging situations and an ability to adapt both their approach and that of their team, to operational change and challenges within their organisation, escalating issues when required. (K10.1, S5.2, S10.1, B1.2)		PRES_Q&A
B1.3 Determination when managing difficult situations Maximum grade attainable: Pass	Explains approaches taken to manage stakeholder and customer relationships which makes reference to emotional intelligence and conflict management techniques. (K3.1, B1.3)		PRES_Q&A
B2. Inclusive			
B2.1 Open, approachable, authentic and able to build trust with others	Describes, with examples, when they have shared good practice with, and provided direction and constructive feedback to, their		PROF_DISC

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Maximum grade attainable: Pass	team (and more widely), including how they actively listened and were fair, consistent and impartial in their approach (S3.2, S4.2, B2.1)		
B2.2 Seeks the views of others Maximum grade attainable: Pass	Describes how they are open and honest in their approach to planning, time management and managing themselves and others, and how they reflect upon, seek and apply feedback on their own performance when creating their personal development plan, and managing their work and performance. (K9.1, S8.1, S9.1, B2.2, B4.2)		PROF_DISC
B3. Agile			
B3.1 Flexible to the needs of the organisation Maximum grade attainable: Distinction	Explains how they have built trust within and across the team, managed conflict and demonstrated effective influencing and negotiation skills. (S3.1)	Explains the impact their communication of operational plans has had on the deliverable actions for their team, and the steps they then took to mitigate any adverse effects arising from this communication. (K5.1, B3.1)	PRES_Q&A
B3.2 Is creative, innovative and enterprising when seeking solutions to business needs Maximum grade attainable: Distinction	Describes how they work creatively, innovatively and are enterprising when seeking solutions to business needs. (B3.2)	Analyses the successes and learning points from a period of change their organisation has experienced, and describes how the team leader's role enables their team to clearly understand success criteria. (K3.1, S5.2, B3.2, B3.3)	PRES_Q&A
B3.3 Positive and adaptable, responds well to feedback and need for change Maximum grade attainable: Distinction	Presents strategies to implement operational and/or team plans and manage resources. Identifies challenges and responds to feedback from their team and others to positively and proactively make business and delivery decisions, adapting plans and managing change to identify solutions. (K5.2, B3.3)	Analyses the successes and learning points from a period of change their organisation has experienced, and describes how the team leader's role enables their team to clearly understand success criteria. (K3.1, S5.2, B3.2, B3.3)	PRES_Q&A

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B4. Professionalism			
<p>B4.1 Sets an example, and is fair, consistent and impartial Maximum grade attainable: Pass</p>	<p>Describes how they developed a high performing and motivated team by setting a fair, consistent and impartial example; setting, monitoring and supporting operational and personal objectives; building trust and using their understanding of team dynamics, management models, emotional intelligence, active listening and learning styles; and leading by example. (K2.1, K8.2, S2.1, S2.2, B4.1)</p>		<p align="center">PROF_DISC</p>
<p>B4.2 Open and honest Maximum grade attainable: Pass</p>	<p>Describes how they are open and honest in their approach to planning, time management and managing themselves and others, and how they reflect upon, seek and apply feedback on their own performance when creating their personal development plan, and managing their work and performance. (K9.1, S8.1, S9.1, B2.2, B4.2)</p>		<p align="center">PROF_DISC</p>
<p>B4.3 Operates within organisational values. Maximum grade attainable: Distinction</p>	<p>Describes how they operate within their organisation's values (B4.3)</p>	<p>Evaluates the importance of organisational governance and compliance from a corporate, legal and budgetary standpoint, and describes how appropriate governance and HR practices can positively impact their team and the wider organisation. (K2.2, S7.1, B4.3)</p>	<p align="center">PROF_DISC</p>

Advance Assessments Level 3 Team Leader or Supervisor End Point Assessment

Overall grade calculation

Assessment methods make the following contributions to the overall grade:

Presentation with questions and answers	Professional Discussion, underpinned by portfolio of evidence
PRES_Q&A	PROF_DISC
50%	50%

Every method of assessment must achieve a PASS grade in order to pass the EPA overall.

Each criterion, in each grading category, must reach the required level to achieve an overall PASS / DISTINCTION for an assessment method.

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Document Revision History

Following improvement identifications and review with colleagues, the Assessment Manager is responsible for revisions of this policy/procedure and completion of the table below, before issue of the amended policy/procedure.

Date (most recent first)	Revision(s)	Reason for revision(s)	New Version Number	Approved by (Initial)