



**Accelerate  
People**

# Qualification Specification

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Accelerate People L3 EPA for Team Leader or Supervisor ST0384/AP03

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## Qualification Objective

The level 3 Team Leader or Supervisor apprenticeship is one of a suite of apprenticeships that have been designed by industry employers to meet a range of job roles across different industries and sizes of business.

Accelerate People are an end-point assessment organisation (EPAO) for apprenticeship standards that are defined by the Institute for Apprenticeships & Technical Education (IfATE). The [apprenticeship standard](#) and [assessment plan](#) can be found on the [IfATE website](#).

As part of this apprenticeship, all apprentices are required to complete an independent end-point assessment (EPA). The purpose of the EPA is to independently assess that any apprentice on this standard is competent in a relevant job role and can evidence meeting all the assessment criteria relating to the knowledge, skills and behaviours (KSB) outcomes.

## The Level 3 Team Leader or Supervisor Apprenticeship

### Role Profile

A team leader or supervisor is a first line management role, with operational and project responsibilities or responsibility for managing a team to deliver a clearly defined outcome. They provide direction, instructions and guidance to ensure the achievement of set goals. Working in the private, public or third sector and in all sizes of organisation, specific responsibilities will vary, but the knowledge, skills and behaviours needed will be the same whatever the role.

Key responsibilities are likely to include supporting, managing and developing team members, managing projects, planning and monitoring workloads and resources, delivering operational plans, resolving problems, and building relationships internally and externally.

### Typical Job Titles:

Supervisor, team leader, project officer, shift supervisor, foreperson, and shift manager.

# Entry Requirements

## Qualifications

Apprentices aged 16-18 on their apprenticeship start date, without level 2 English and maths, will need to achieve this level prior to taking the EPA. For those with an education, health and care plan or a legacy statement, the apprenticeship's English and maths minimum requirement is Entry Level 3. A British Sign Language (BSL) qualification is an alternative to the English qualification for those whose primary language is BSL.

Apprentices aged 19+ on their apprenticeship start date, without level 2 English and maths, are exempt from achieving this prior to taking their EPA; this exemption is by prior agreement between the apprentice and employer.

## Experience

There are no pre-requisite knowledge, skills or understanding requirements defined for entry onto this qualification.

# EPA Requirements

To successfully complete the level 3 Team Leader or Supervisor apprenticeship, apprentices must achieve at least a pass in both EPA assessment methods. This EPA consists of two discrete assessment methods which have the following grades awarded.

Assessment Method 2 (AM1): Presentation with questions and answers.

- Fail.
- Pass.
- Distinction.

Assessment Method 1 (AM2): Professional discussion underpinned by a portfolio of evidence.

- Fail.
- Pass.

- Distinction.

## EPA Gateway

For this apprenticeship all apprentices must spend a minimum of 12 months on programme, of which a minimum of 20% must be spent undertaking off-the-job training, before being eligible to undertake the EPA.

Before starting the EPA, an apprentice must meet the following gateway requirements:

- The apprentice's employer must confirm that they think their apprentice is working at or above the occupational standard. The apprentice will then enter the gateway. The employer may take advice from the apprentice's training provider(s), but the employer must make the decision.
- Apprentices must have achieved English and Maths qualifications in line with the apprenticeship funding rules.
- For the presentation with questioning (AM1) the apprentice must submit their preferred presentation topic (this is documented on the gateway form).
- For the professional discussion underpinned by portfolio of evidence (AM2), the apprentice must submit their portfolio of evidence.

Apprentices may request additional time if they require a reasonable adjustment. Information on how and when to apply is contained within the reasonable adjustments policy.

Once the apprentice is ready to enter gateway the following must be submitted to progress:

- Gateway form:
  - Confirming any dates the apprentice is unavailable during the EPA period.
  - Advising Accelerate People if the apprentice requires any reasonable adjustments to be made during the EPA.
  - Confirmation signatures that the apprentice is ready for the EPA.
- Evidence of:
  - Maths and English qualifications at Level 2 or above (or acceptable equivalent as specified in the entry requirements section), or

- Confirmation that the apprentice is exempt from achieving English and Maths qualifications.
- The preferred presentation title, which is part of the Gateway Form (for AM1).
- The apprentices completed electronic portfolio (for AM2).

The gateway form along with all documentation must be uploaded before the EPA can commence. Failure to upload any of the required documentation may delay the EPA start date.

## Knowledge, Skills and Behaviours

There are no mandatory vendor qualifications or knowledge modules for this apprenticeship. Apprentices are expected to be able to demonstrate competence against the assessment criteria specified within the assessment plan. The assessment criteria are based on the following KSBs, which apprentices are expected to be competent in before entering gateway.

### Knowledge

**K1.1** Understand different leadership styles and the benefits of coaching to support people and improve performance.

**K1.2** Understand organisational cultures, equality, diversity and inclusion.

**K2.1** Understand people and team management models, including team dynamics and motivation techniques.

**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.

**K3.1** Understand approaches to customer and stakeholder relationship management, including emotional intelligence and managing conflict.

**K3.2** Know how to facilitate cross team working to support delivery of organisational objectives.

**K4.1** Understand different forms of communication and their application.

**K4.2** Know how to chair meetings, hold challenging conversations, provide constructive feedback and understand how to raise concerns.

**K5.1** Understand how organisational strategy is developed.

**K5.2** Know how to implement operational/team plans and manage resources and approaches to managing change within the team.

**K5.3** Understand data management, and the use of different technologies in business.

**K6.1** Understand the project life cycle and roles.

**K6.2** Know how to deliver a project including: managing resources, identifying risks and issues, using relevant project management tools.

**K7.1** Understand organisational governance and compliance, and how to deliver Value for Money.

**K7.2** Know how to monitor budgets to ensure efficiencies and that costs do not overrun.

**K8.1** Know how to be self-aware and understand unconscious bias and inclusivity.

**K8.2** Understand learning styles, feedback mechanisms and how to use emotional intelligence.

**K9.1** Understand time management techniques and tools, and how to prioritise activities and approaches to planning.

**K10.1** Understand problem solving and decision-making techniques.

**K10.2** Understand how to analyse data to support decision making.

## Skills

**S1.1** Able to communicate organisation strategy and team purpose, and adapt style to suit the audience.

**S1.2** Support the development of the team and people through coaching, role modelling values and behaviours, and managing change effectively.

**S2.1** Able to build a high-performing team by supporting and developing individuals, and motivating them to achieve.

**S2.2** Able to set operational and personal goals and objectives and monitor progress, providing clear guidance and feedback.



**S3.1** Building trust with and across the team, using effective negotiation and influencing skills, and managing any conflicts.

**S3.2** Able to input to discussions and provide feedback (to team and more widely), and identify and share good practice across teams.

**S3.3** Building relationships with customers and managing these effectively.

**S4.1** Able to communicate effectively (verbal, written, digital), chair meetings and present to team and management.

**S4.2** Use of active listening and provision of constructive feedback.

**S5.1** Able to communicate organisational strategy and deliver against operational plans, translating goals into deliverable actions for the team, and monitoring outcomes.

**S5.2** Able to adapt to change, identifying challenges and solutions.

**S5.3** Ability to organise, prioritise and allocate work, and effectively use resources.

**S5.4** Able to collate and analyse data and create reports.

**S6.1** Able to organise, manage resources and risk, and monitor progress to deliver against the project plan.

**S6.2** Ability to use relevant project management tools and take corrective action to ensure successful project delivery.

**S7.1** Applying organisational governance and compliance requirements to ensure effective budget controls.

**S8.1** Able to reflect on own performance, seek feedback, understand why things happen, and make timely changes by applying learning from feedback received.

**S9.1** Able to create an effective personal development plan, and use time management techniques to manage workload and pressure.

**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.

## Behaviours

**B1.1** Drive to achieve in all aspects of work.

**B1.2** Demonstrates resilience and accountability.

**B1.3** Determination when managing difficult situations.

**B2.1** Open, approachable, authentic, and able to build trust with others.

**B2.2** Seeks views of others.

**B3.1** Flexible to the needs of the organisation.

**B3.2** Is creative, innovative and enterprising when seeking solutions to business needs.

**B3.3** Positive and adaptable, responds well to feedback and need for change.

**B4.1** Sets an example, and is fair, consistent and impartial.

**B4.2** Open and honest.

**B4.3** Operates within organisational values.

## Assessment

### AM1: Presentation with Questions and Answers

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

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

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

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

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

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

Once the title has been set, the apprentice has 10 days (two weeks) in which to prepare and submit a copy of their presentation. The independent assessor will review the submitted presentation materials ahead of the presentation and prepare relevant questions. The EPAO will then inform the apprentice of the date for the presentation with questions and answers, which will occur within 20 days (four weeks) of the presentation title being set.

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

The presentation should cover the following elements:

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

Key points:

- Presentation with questions will take place online via video conferencing.
- Apprentices will need access to the internet and a working webcam.
- The apprentice must have access to a quiet room and, unless reasonable adjustments have been requested for additional support, be alone in the room.
- Apprentices must have photographic identification (ID) to verify their identity, if they do not produce any ID then the presentation with questions will be cancelled.
- Apprentices are required to outline details of visual aids to be used and specify any equipment required for the presentation.
- The presentation with questions will last for 50 minutes, the presentation will last 20 minutes, and the questioning will last for 30 minutes, with the independent assessor having the discretion to increase the time of the presentation and questioning by up to 10%.

- A short break of up to 10 minutes may be taken between the presentation and question and answers to enable the independent assessor to review the questions they have identified in advance in light of the presentation delivered.
- A minimum of five questions will be asked with one question from each of the following KSB groups: team building and development, communication, organisational culture and strategy, problem solving and data analysis.

## **AM2: Professional Discussion Underpinned by Portfolio of Evidence**

### **Portfolio of Evidence**

Training providers must work with the employer and apprentice to select the best evidence completed during the whole of the apprenticeship. All evidence should be real work tasks, and be clear, well documented and demonstrate competency against the assessment criteria listed in the assessment plan.

Typically, portfolios will contain 20 discreet high-quality tasks covering a range of different assessment criteria in each, although it is expected that there will be overlaps of assessment criteria in each task. Evidence sources may include:

- Workplace documentation, for example video/audio extracts; written statements; project plans; reports; minutes; observation reports; presentations; feedback from managers, supervisors or peers; papers or reports written by the apprentice; CPD Log; Personal Development Plan; performance reviews.
- Witness statements; employer contributions should focus on direct observation of performance via witness statements rather than opinions.
- Annotated photographs.
- Video clips; the apprentice must be in view and identifiable at all times.
- This is not a definitive list other evidence sources are possible.

Any employer contributions should focus on direct observation of performance (for example witness statements) rather than opinions. The evidence provided must be valid and attributable to the apprentice; the portfolio of evidence must contain a statement from the employer and apprentice confirming this.

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

Portfolios should be in an electronic format which must be submitted to Accelerate People at gateway. Paper-based portfolios will **not** be accepted. If an apprentice uploads a video clip this must be a file that can be uploaded with their portfolio. A link to a video will **not** be accepted and will not be used as part of their evidence.

## Professional Discussion

A professional discussion is a two-way conversation that involves both the assessor and the apprentice that is underpinned by the portfolio. It gives the apprentice the opportunity to make detailed and proactive contributions to confirm their competency across the assessment criteria mapped to this method.

Key points:

- The professional discussion will take place online via video conferencing.
- Apprentices will need access to the internet and a working webcam for the entire duration.
- The apprentice must have access to a quiet room and, unless reasonable adjustments have been requested for additional support, be alone in the room.
- Apprentices must have photographic identification (ID) to verify their identity, if they do not produce any ID then the professional discussion will be cancelled.
- The professional discussion will last for 60 minutes with the independent assessor having the discretion to increase the time of the questioning by up to 10%.
- A minimum of six questions will be asked and will be formed based on the evidence and grading requirements in the table below.
- Apprentices are allowed access to their portfolio throughout the professional discussion.

## Assessment Criteria

### AM1: Presentation with Questions and Answers

| KSBs by Group  | Pass Criteria  | Distinction Criteria   |
|--|--|--|
| <p>Team Building and Development</p> <p>K1.1 K3.2 S1.2 S5.3 B1.1</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>Demonstrates how they support the development of the team and manage change to deliver organisational objectives, through coaching, role modelling and the use of resources and prioritising work allocation. (S1.2, S5.3)</p> <p>Adapt their approach where required, to accommodate specific needs of individual team members. (S1.2)</p> | <p>Analyse the effectiveness of appropriate academic theories and models and incorporates them appropriately in their approach to leadership and team building. (K1.1, S1.2)</p>   |
| <p>Communication</p> <p>K4.1 K4.2 S3.3 S4.1</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>Describes, with examples, how they have chaired meetings, when they have presented to team/management, and how they facilitated the contributions of others. (S4.1)</p> <p>Explains how to approach challenging conversations, how to raise concerns and how to provide constructive feedback. (K4.2)</p>  | <p>Evaluates how they build rapport with their audience, including customers and how this can be negatively and positively impacted on by the different communication approaches and styles (e.g. verbal, non-verbal, written, visual and digital/electronic). K4.1, S3.3)</p> <p>Regulate the flow of conversations in the meetings they lead and compensate for both dominant and quiet voices to be heard equally. (K4.2, S4.1)</p> |

| KSBs by Group  | Pass Criteria  | Distinction Criteria  |
|--|--|---|
| <p>Organisational Culture &amp; Strategy</p> <p>K1.2 K5.1 S1.1 S5.1 B3.1</p> | <p>Explains the importance of an organisational culture, what it is influenced and informed by, and its responsibility to equality, diversity and inclusion. (K1.2)</p> <p>Describe how an organisational strategy is arrived at, and how both the strategy and culture are cascaded through an organisation, how they remain flexible in delivering it and how targets are achieved, and outcomes monitored. (B3.1, K5.1, S1.1, S5.1)</p>   | <p>Analyses how culture can affect individuals in different ways and how different cultures can impact on team working and strategy. (K1.2, S5.1)</p> <p>Explains the impact their communication of operational plans has had on the deliverable actions for their team, and the steps they then took to mitigate any adverse effects arising from this communication. (K5.1, B3.1)</p> |
| <p>Problem Solving</p> <p>K3.1 K5.2 K10.1 S5.2 S10.1 B1.2 B1.3 B3.2 B3.3</p> | <p>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)</p> <p>Presents strategies to implement operational and/or team plans and manage resources. Identifies challenges and responds to feedback from their team and others to positively and proactively make business and delivery decisions, adapting plans and managing change to identify solutions.(K5.2, B3.3)</p> | <p>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)</p>  |

| KSBs by Group                    | Pass Criteria  | Distinction Criteria   |
|----------------------------------|--|--|
|                                  | <p>Explains approaches taken to manage stakeholder and customer relationships which makes reference to emotional intelligence and conflict management techniques. (K3.1, B1.3)</p> <p>Describes how they work creatively, innovatively and are enterprising when seeking solutions to business needs. (B3.2)</p> |  |
| Data Analysis<br>K5.3 K10.2 S5.4 | 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. (K5.3, K10.2, S5.4) |

## AM2: Professional Discussion Underpinned by a Portfolio of Evidence

| KSBs by Group  | Pass Criteria   | Distinction Criteria   |
|--|---|--|
| Building a high-performance team<br><br>K2.1 K8.2 S2.1<br>S2.2 S3.1 S3.2<br>S4.2 B2.1 B4.1 | 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>Evaluates motivational practices and their benefits and drawbacks (e.g. recognition, reward, enrichment, consultation) and deploys them in their approach to team building. (K2.1, S2.1)</p> <p>Evaluates the principles of active listening and their benefits and deploys them appropriately in their approach to team management. (S4.2)</p> |



| KSBs by Group  | Pass Criteria  | Distinction Criteria   |
|--|--|--|
|  | <p>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)</p> <p>Explains how they have built trust within and across the team, managed conflict and demonstrated effective influencing and negotiation skills. (S3.1)</p> |  |
| Project Management<br>K6.1 K6.2 S6.1<br>S6.2           | <p>Explains the project lifecycle and how they have employed relevant project management tools to deliver a project against targets, taking effective actions to monitor and manage resources, risks and budget. (K6.1, K6.2, S6.1)</p> <p>Monitors performance and takes appropriate and timely corrective action as required to support a successful project outcome. (S6.2)</p>   | Evaluates how they have adapted known project management tools and approaches to suit the needs of their organisation. (S6.2)  |
| Organisation Governance<br>K2.2 K7.1 K7.2<br>S7.1 B4.3 | <p>Explains their application of organisational governance, compliance and performance management techniques to deliver value for money, and monitor budgets to ensure costs do not overrun. (K2.2, K7.1, K7.2, S7.1)</p> <p>Describes how they operate within their organisation's values (B4.3)</p>  | Evaluates the importance of organisational governance and compliance from a corporate, legal and budgetary standpoint, and describes how appropriate governance and HR practices can positively impact their team and the wider organisation. (K2.2, S7.1, B4.3) |
| Managing Self  | Explains what the implications of unconscious bias are, and the approaches they take to promote  | Describes how they have used known management tools and theories to improve to their   |

| KSBs by Group                    | Pass Criteria  | Distinction Criteria                             |
|----------------------------------|--|--|
| K8.1 S8.1 K9.1<br>S9.1 B2.2 B4.2 | <p>inclusivity within their workplace. (K8.1)</p> <p>Describes how they are open and honest in their approach to planning, time management and managing themselves and others, and how they reflect upon, seek and apply feedback on their own performance when creating their personal development plan, and managing their work and performance (K9.1, S8.1, S9.1, B2.2, B4.2)</p> | performance based upon feedback received. (S8.1) |

## Grading

Each assessment method is graded individually and combined to give an overall grade. Assessment criteria do not appear in more than one assessment method, therefore assessment criteria failed in one assessment method cannot then be demonstrated in the other assessment method. All EPA methods must be passed for the EPA to be passed overall.

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

| AM1 Presentation with Questions and Answers | AM2 Professional Discussion Underpinned by a Portfolio of Evidence | Overall Grading |
|---|--|-----------------|
| Fail  | Fail   | Fail            |
| Fail  | Pass   | Fail            |
| Fail  | Distinction  | Fail            |
| Pass  | Fail   | Fail            |
| Pass  | Pass   | Pass            |
| Pass  | Distinction  | Pass            |
| Distinction                                 | Fail   | Fail            |
| Distinction                                 | Pass   | Pass            |

|             |             |             |
|-------------|-------------|-------------|
| Distinction | Distinction | Distinction |
|-------------|-------------|-------------|

## Re-sits and Re-takes

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

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

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

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

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

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

## Specimen

All specimen materials can be accessed by registered training providers from the knowledge area on ACE360.

## Accelerate People

Accelerate People are an independent EPAO specialising in digital apprenticeship EPAs. If you have any questions or queries relating to this qualification specification or EPA, please contact us using the details below.

Registered training providers with Accelerate People can access further guidance material on the knowledge base on ACE360.

## Contact Details

**Email:** [info@accelerate-people.co.uk](mailto:info@accelerate-people.co.uk)

**Visit:** [www.accelerate-people.co.uk](http://www.accelerate-people.co.uk)

**Registered office:** Accelerate People Limited, Scale Space, Imperial College White City Campus, 58 Wood Lane, London, W12 7RZ.

**Registered in England with number:** 09577006.

**Registered Apprenticeship Assessment Organisation Number:** EPO 0475.



**Accelerate People**