Qualification Specification

Accelerate People L3 EPA for Team Leader ST0384/V1.4

QAN: 610/4281/X

Version History		
Version	**Date Amended**	**Changes Made**
1	January 2025	Document created.
2.0	February 2025	Edited gateway requirements to accommodate change in policy for English and Maths requirements.

Contents

Qualification Objective

The level 3 Team Leader 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 Apprenticeship

Role Profile

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 and trading manager.

Duties:

Duty 1: Sets, monitors, and manages objectives and performance which link to organisational outcomes.

Duty 2: Manage resources to deliver tasks within budget and targets.

Duty 3: Contributes to the training and ongoing development needs of the individual or the team.

Duty 4: Collates and interprets data and shares outputs with stakeholders to support decision-making.

Duty 5: Contributes to projects, initiatives, and their implementation to achieve organisational goals.

Duty 6: Monitors and applies operational policies, relevant legislation, and regulation, and makes recommendations to ensure individual and team compliance.

Duty 7: Identifies, assesses, and monitors potential risks, and supports the mitigation of risk within the organisation.

Duty 8: Contributes to change and support others through change.

Duty 9: Support the development and implementation of sustainable operational plans to achieve organisation goals.

Duty 10: Lead and manage the team to ensure the application of equity, diversity, and inclusion principles.

Duty 11: Collaborates and builds relationships with stakeholders to identify and support improvement opportunities.

Duty 12: Communicates information to drive operational activities and improve organisational performance.

Duty 13: Manage the team and resources to reduce carbon footprint and reduce business costs.

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 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 1 (AM1): Presentation with questions.

- Fail.
- Pass.
- Distinction.

Assessment Method 2 (AM2): Professional discussion underpinned by a portfolio of evidence.

- Fail.
- Pass.
- Distinction.

Failed assessment methods must be re-sat or re-taken within a 6-month period from the EPA outcome notification, otherwise the entire EPA will need to be re-sat or re-taken in full.

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 questions (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: Performance management techniques.

K2: How to identify the learning needs of others and solutions to address them.

K3: Processes and policies which support the delivery of operational requirements.

K4: Project management tools and techniques.

K5: Relevant regulation, legislation, and compliance that impacts their role and the organisation.

K6: Organisational strategy and objectives and how their role impacts on them.

K7: How to manage resources to implement operational and team plans.

K8: Time management and prioritisation tools.

K9: Communication techniques including presentation skills, negotiation and influencing skills.

K10: Policy and procedure relating to people and organisational culture.

K11: Stakeholder management.

K12: Problem-solving and decision-making principles.

K13: Principles of change management and continuous improvement.

K14: IT and software used to support the activities of the business.

K15: External factors that affect the workplace, such as sustainability and net carbon zero, and how they are managed.

K16: The impact that internal and external factors such as environmental impacts, have on their role.

K17: Leadership and management approaches.

K18: The purpose of their role within the organisation, including their level of responsibility and accountability.

K19: The impact that cross-team working has in the delivery of organisational objectives.

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.

K22: Approaches to managing budgets, and options and choices to maximise efficient use of resources.

K23: Principles of equity, diversity and inclusion in the workplace and their impact on the organisation and the team.

Skills

S1: Use resources to implement operational and team plans.

S2: Use tools to organise, prioritise and allocate daily and weekly work activities.

S3: Able to collate and interpret data and information and create reports.

S4: Identify and support the development of the team through informal coaching and continuous professional development.

S5: Use information and problem-solving techniques to provide solutions and influence the decision-making process.

S6: Use digital tools for planning and project management to monitor project progress, taking corrective action to deliver against the project plan.

S7: Review work processes to identify opportunities to improve performance and for continuous improvement.

S8: Use technology and software to produce documentation, such as spreadsheets and presentation packages to communicate information.

S9: Manage individual or team performance by setting objectives, monitoring progress, and providing clear guidance and feedback.

S10: Manage others through change by identifying challenges and the activities to resolve them.

S11: Interpret organisational strategy and communicate how this impacts others.

S12: Interpret and apply regulation and legislation, share best practices, and advise stakeholders on their application.

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.

S15: Manage and maintain relationships with a diverse workforce and stakeholders.

S16: Negotiate with and challenge stakeholders to manage change and reduce conflict.

S17: Interpret policy and support the delivery of equity, diversity and inclusion in the workplace and monitor their impact on their team.

S18: Identify future changes in the sector such as technology advances that may impact their organisation.

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.

Behaviours

B1: Acts professionally, ethically and with integrity.

B2: Supports an inclusive culture, treating colleagues and external stakeholders fairly and with respect.

B3: Takes accountability and ownership of their tasks and workload.

B4: Seeks learning opportunities and continuous professional development.

B5: Works flexibly and adapts to circumstances.

Assessment

AM1: Presentation with Questions

Apprentices will prepare and deliver a presentation (followed by questions and answers) based on topic(s) covered within the apprenticeship. The presentation must cover a summary of their role as a team leader, and what they do and how this is relevant to their role and the 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.
- 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, 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.

The apprentice must submit any presentation materials to the EPAO by the end of week four of the EPA period. The independent assessor will review the submitted presentation materials ahead of the presentation and prepare relevant questions.

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:

- Data collection and benchmarking.
- Problem analysis and conclusions.
- People and relationships.
- Future plans and opportunities.

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 minimum of five questions will be asked based on the presentation and will be formed based on the evidence and grading requirements in the table below.
- Apprentices will have one weeks' notice of the presentation with questions date.

AM2: Professional Discussion Underpinned by a 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.

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.

Typically, portfolios will contain 16 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 and records.
- Workplace policies and procedures.
- Witness statements.
- Annotated photographs.
- Video clips with a maximum total duration 5 minutes; the apprentice must be in view and identifiable at all times.
- This is not a definitive list other evidence sources are possible.

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

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 five 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.
- Apprentices will have one weeks' notice of the presentation with professional discussion date.

Assessment Criteria

AM1: Presentation with Questions

KSBs by Theme	Pass Criteria	Distinction Criteria
Data collection and benchmarking K3, K5, K15, K20, K21, S3	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)	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)
Problem analysis and conclusions K6, K9, K12, K19, S5	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) Applies communication techniques, problem-solving and decision-making principles to provide solutions and influence the decision-making process. (K9, K12, S5)	Justifies their selection of communication techniques, problem-solving and decision-making principles to provide solutions and influence the decision-making process. (K9, K12, S5)
People and relationships K11, S9, S15, S17, B2	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) Explains how they proactively support the delivery of equity, diversity and inclusion in the	Evaluates the impact in the workplace of promoting an inclusive culture. (S17, B2)

KSBs by Theme	Pass Criteria	Distinction Criteria
	workplace and monitor the impact on their team. (S17, B2)	
Future plans and opportunities K16, S18, B5	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)	None

AM2: Professional Discussion Underpinned by a Portfolio of Evidence

KSBs by Theme	Pass Criteria	Distinction Criteria
Building a high performing team K1, K2, K10, K17, K23, S2, S4, S12, B1, B4	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	Evaluates their approach to supporting and promoting equity, diversity, and inclusion in terms of impact on the workplace. (K10, K23, B1)

KSBs by Theme	Pass Criteria	Distinction Criteria
	people and organisational culture to support equity, diversity, and inclusion in the workplace. (K10, K23, B1)	
Communication and implementing operational plans K7, K18, S1, S11, S13, S14	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)	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)
Managing change and continuous improvement K13, K22, S7, S10, S16	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)	Evaluates the extent to which continuous improvement techniques improve work processes. (K13, S7)
Using technology K14, S8, S19	Describes the technology, software, and methods they use to produce documentation and support activities for the business, and how they monitor their use	None

KSBs by Theme	Pass Criteria	Distinction Criteria
	to reduce energy consumption when not in use. (K14, S8, S19)	
Contributing to a project K4, K8, S6, B3	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)	None

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	AM2 Professional Discussion Underpinned by a Portfolio of Evidence	Overall Grading
Fail	Fail	**Fail**
Pass	Fail	**Fail**
Fail	Pass	**Fail**
Pass	Pass	**Pass**
Distinction	Pass	**Pass**
Pass	Distinction	**Pass**
Distinction	Distinction	**Distinction**

Re-sits and Re-takes

If the apprentice fails one assessment method or more, they can take a re-sit or a re-take at their employer's discretion. The apprentice's employer needs to agree that a re-sit or re-take is appropriate. A re-sit does not need further learning, whereas a re-take does. The apprentice should have a supportive action plan to prepare for a re-sit or a re-take.

The employer and the EPAO should agree the timescale for a re-sit or re-take. A re-sit is typically taken within 2 months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within 3 months of the EPA outcome 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 re-sat or re-taken within a 6-month period from the EPA outcome notification, otherwise the entire EPA will need to be re-sat or re-taken in full.

Re-sits and re-takes are not offered to an apprentice wishing to move from pass to a higher grade.

The apprentice will get a maximum EPA grade of if pass they need to re-sit or re-take one or more assessment methods, unless the EPAO determines there are exceptional circumstances.

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

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