



Team leader

Key information

Reference: ST0384

Version: 1.4

Level: 3

Typical duration to gateway: 15 months

Typical EPA period: 3 months

Maximum funding: £5000

Route: Business and administration

Integration: None

Date updated: 25/09/2024

Approved for delivery: 1 June 2016

Lars code: 105

EQA provider: Ofqual

Review: this apprenticeship will be reviewed in accordance with our change request policy.

End-point assessment plan

V1.4

Introduction and overview

This document explains the requirements for end-point assessment (EPA) for the team leader apprenticeship. End-point assessment organisations (EPAOs) must follow this when designing and delivering the EPA.

Team leader apprentices, their employers and training providers should read this document.

A full-time team leader apprentice typically spends 15 months on-programme. The apprentice must spend at least 12 months on-programme and complete the required amount of off-the-job training in line with the apprenticeship funding rules.

The EPA should be completed within an EPA period lasting typically 3 months.

The apprentice must complete their training and meet the gateway requirements before starting their EPA. The EPA will assess occupational competence.

An approved EPAO must conduct the EPA for this apprenticeship. Employers must select an approved EPAO from the apprenticeship provider and assessment register (APAR).

This EPA has 2 assessment methods.

The grades available for each assessment method are below.

Assessment method 1 - presentation with questions:

- fail

- pass
- distinction

Assessment method 2 - professional discussion underpinned by a portfolio of evidence:

- fail
- pass
- distinction

The result from each assessment method is combined to decide the overall apprenticeship grade. The following grades are available for the apprenticeship:

- fail
- pass
- distinction

EPA summary table

<p>On-programme - typically 15 months</p>	<p>The apprentice must:</p> <ul style="list-style-type: none"> • complete training to develop the knowledge, skills and behaviours (KSBs) outlined in this apprenticeship’s standard • complete training towards English and mathematics qualifications in line with the apprenticeship funding rules • compile a portfolio of evidence
<p>End-point assessment gateway</p>	<p>The apprentice’s employer must be content that the apprentice is occupationally competent.</p> <p>The apprentice must:</p> <ul style="list-style-type: none"> • confirm they are ready to take the EPA • have achieved English and mathematics qualifications in line with the apprenticeship funding rules <p>For the professional discussion underpinned by a portfolio of evidence, the apprentice must submit a portfolio of evidence.</p> <p>Gateway evidence must be submitted to the EPAO, along with any organisation specific policies and procedures requested by the EPAO.</p>
<p>End-point assessment - typically 3 months</p>	<p>The grades available for each assessment method are below</p> <p>Presentation with questions:</p> <ul style="list-style-type: none"> • fail • pass • distinction <p>Professional discussion underpinned by a portfolio of evidence:</p> <ul style="list-style-type: none"> • fail • pass • distinction <p>Overall EPA and apprenticeship can be graded:</p>

	<ul style="list-style-type: none"> • fail • pass • distinction
Professional recognition	<p>This apprenticeship aligns with:</p> <ul style="list-style-type: none"> • The Chartered Management Institute for Associate Membership • Institute of Leadership for Associate Membership

Duration of end-point assessment period

The EPA is taken in the EPA period. The EPA period starts when the EPAO confirms the gateway requirements have been met and is typically 3 months.

The EPAO should confirm the gateway requirements have been met and start the EPA as quickly as possible.

EPA gateway

The apprentice's employer must be content that the apprentice is occupationally competent. That is, they are deemed to be working at or above the level set out in the apprenticeship standard and ready to undertake the EPA. The employer may take advice from the apprentice's training provider, but the employer must make the decision. The apprentice will then enter the gateway.

The apprentice must meet the gateway requirements before starting their EPA.

They must:

- confirm they are ready to take the EPA
- have achieved English and mathematics qualifications in line with the apprenticeship funding rules
- submit a portfolio of evidence for the professional discussion underpinned by a portfolio of evidence

Portfolio of evidence requirements:

The apprentice must compile a portfolio of evidence during the on-programme period of the apprenticeship. It should only contain evidence related to the KSBs that will be assessed by the professional discussion. It will typically contain 16 discrete pieces of evidence. Evidence must be mapped against the KSBs. Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested.

Evidence sources may include:

- workplace documentation and records, for example:
- workplace policies and procedures
- witness statements
- annotated photographs
- video clips with a maximum total duration 5 minutes; the apprentice must be in view and identifiable

This is not a definitive list; other evidence sources can be included.

The portfolio of evidence 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 should be valid and attributable to the apprentice; the portfolio of evidence should contain a statement from the employer and apprentice confirming this.

The EPAO should not assess the portfolio of evidence directly as it underpins the professional discussion. The independent assessor should review the portfolio of evidence to prepare questions for the professional discussion. They are not required to provide feedback after this review.

Gateway evidence must be submitted to the EPAO, along with any organisation specific policies and procedures requested by the EPAO.

Order of assessment methods

The assessment methods can be delivered in any order.

The result of one assessment method does not need to be known before starting the next.

Presentation with questions

Overview

In the presentation with questions, the apprentice delivers a presentation to an independent assessor on a set subject. The independent assessor must ask questions after the presentation. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

Rationale

This assessment method is being used because:

- it assesses understanding of a subject
- setting the presentation title post-gateway ensures the reliability and validity of the EPA, and allows the independent assessor to prepare appropriate questions pertinent to the presentation
- it allows the apprentice to directly demonstrate KSBs relating to communication and presentation
- it provides the opportunity to use authentic workplace contexts which increases assessment validity in relation to the occupational role

- it allows for the presentation of evidence and testing of responses where there are a range of potential answers
- it can be conducted remotely, potentially reducing cost.

Delivery

The presentation with questions must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

An independent assessor must conduct and assess the presentation with questions.

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.

Following a discussion with the employer, the apprentice will be given their presentation topic 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 topic, which allows the apprentice the opportunity to draw on what they have learnt and experienced during their apprenticeship.

The purpose of the presentation is to allow the apprentice to demonstrate their competence against the grading descriptors.

The presentation should cover the following themes:

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

The apprentice must submit any presentation materials to the EPAO by the end of week 4 of the EPA period. The apprentice must notify the EPAO, at that point, of any technical requirements for the presentation.

During the presentation, the apprentice must have access to:

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

- a computer.

The independent assessor must have at least 2 weeks to review any presentation materials, before the presentation is delivered by the apprentice, to allow them to prepare questions. The EPAO must give the apprentice at least 1 weeks' notice of the presentation assessment.

The independent assessor must ask questions after the presentation.

The purpose of the questions is:

- to seek clarification where required
- to assess the level of competence against the grading descriptors.

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

The independent assessor must ask at least 5 questions. They must use the questions from the EPAO's question bank or create their own questions in line with the EPAO's training. Follow up questions are allowed where clarification is required.

The independent assessor must make the grading decision. The independent assessor must assess the presentation and answers to questions holistically when deciding the grade.

The independent assessor must keep accurate records of the assessment. They must record:

- the KSBs demonstrated
- the apprentice's answers to questions
- the KSBs demonstrated in answers to questions
- the grade achieved

The apprentice may choose to end the assessment method early. The apprentice must be confident they have demonstrated competence against the assessment requirements for the assessment method. The independent assessor or EPAO must ensure the apprentice is fully aware of all assessment requirements. The independent assessor or EPAO cannot suggest or choose to end any assessment methods early (unless in an emergency). The EPAO is responsible for ensuring the apprentice understands the implications of ending an assessment early if they choose to do so. The independent assessor may suggest the assessment continues. The independent assessor must document the apprentice's request to end any assessment early.

Assessment location

The presentation with questions must take place in a suitable venue selected by the EPAO with the employer for example, the EPAO's or employer's premises. The presentation with questions can be conducted by video conferencing. The EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided. The presentation with questions should take place in a quiet room, free from distractions and influence.

The presentation with questions can be conducted by video conferencing. The EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

Question and resource development

The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. The EPAO must maintain the security and confidentiality of EPA materials when consulting with employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The EPAO must ensure that questions are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

The EPAO must ensure that the apprentice has a different set of questions in the case of re-sits or re-takes.

The EPAO must produce the following materials to support the presentation with questions:

- independent assessor EPA materials which include:
 - training materials
 - administration materials
 - moderation and standardisation materials
 - guidance materials
 - grading guidance
 - question bank
- EPA guidance for the apprentice and the employer

The EPAO must ensure that the EPA materials are subject to quality assurance procedures including standardisation and moderation.

Professional discussion underpinned by a portfolio of evidence

Overview

In the professional discussion, an independent assessor and apprentice have a formal two-way conversation. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence.

Rationale

This assessment method is being used because:

- it assesses KSBs holistically and objectively

- it allows for the assessment of KSBs that do not occur on a predictable or regular basis
- it allows for assessment of responses where there are a range of potential answers
- it can be conducted remotely, potentially reducing cost.

Delivery

The professional discussion must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

An independent assessor must conduct and assess the professional discussion.

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

- Building a high performing team
- Communicating and implementing operational plans
- Managing change and continuous improvement
- Using technology
- Contributing to a project

The EPAO must give an apprentice 1 weeks' notice of the date of the professional discussion.

The independent assessor must have at least 2 weeks to review the supporting documentation.

The apprentice must have access to their portfolio of evidence during the professional discussion.

The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence however, the portfolio of evidence is not directly assessed.

The professional discussion must last for 60 minutes. The independent assessor can increase the time of the professional discussion by up to 10%. This time is to allow the apprentice to respond to a question if necessary.

The independent assessor must ask at least 5 questions. The independent assessor must use the questions from the EPAO's question bank or create their own questions in line with the EPAO's training. Follow-up questions are allowed where clarification is required.

The independent assessor must make the grading decision.

The independent assessor must keep accurate records of the assessment. They must record:

- the apprentice's answers to questions
- the KSBs demonstrated in answers to questions
- the grade achieved

The apprentice may choose to end any assessment method early. The apprentice must be confident they have demonstrated competence against the assessment requirements for the assessment method. The independent assessor or EPAO must ensure the apprentice is fully aware of all assessment requirements. The independent assessor or EPAO cannot suggest or choose to end any assessment methods early (unless in an emergency). The EPAO is responsible for ensuring the apprentice understands the implications of ending an assessment early if they

choose to do so. The independent assessor may suggest the assessment continues. The independent assessor must document the apprentice's request to end any assessment early.

Assessment location

The professional discussion must take place in a suitable venue selected by the EPAO with the employer for example, the EPAO's or employer's premises.

The professional discussion can be conducted by video conferencing. The EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

The professional discussion should take place in a quiet room, free from distractions and influence.

Question and resource development

The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. The EPAO must maintain the security and confidentiality of EPA materials when consulting with employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The EPAO must ensure that questions are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

The EPAO must ensure that the apprentice has a different set of questions in the case of re-sits or re-takes.

The EPAO must produce the following materials to support the professional discussion underpinned by a portfolio of evidence:

- independent assessor assessment materials which include:
 - training materials
 - administration materials
 - moderation and standardisation materials
 - guidance materials
 - grading guidance
 - question bank
- EPA guidance for the apprentice and the employer

The EPAO must ensure that the EPA materials are subject to quality assurance procedures including standardisation and moderation.

Grading

Presentation with questions

Fail - does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
Data collection and benchmarking K3 K5 K15 K20 K21 S3	<p>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)</p> <p>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)</p> <p>Collates and interprets data and information to create reports tailored to the needs of different audiences. (K20, S3)</p>	<p>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)</p> <p>Evaluates how well the reports they created met the needs of different audiences. (K20, S3)</p>
Problem analysis and conclusions K6 K9 K12 K19 S5	<p>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)</p> <p>Applies communication techniques, problem-solving and decision-making principles to provide solutions and influence the decision-making process. (K9, K12, S5)</p>	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	<p>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)</p> <p>Explains how they proactively support the delivery of equity,</p>	Evaluates the impact in the workplace of promoting an inclusive culture. (S17, B2)

	diversity and inclusion in the 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

Professional discussion underpinned by a portfolio of evidence

Fail - does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
Building a high performing team K1 K2 K10 K17 K23 S2 S4 S12 B1 B4	<p>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)</p> <p>Describes the leadership, management and performance management techniques and tools they use to organise, prioritise, and allocate work activities. (K1, K17, S2)</p> <p>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)</p> <p>Explains how they have ethically and inclusively applied policies and procedures relating to people and organisational culture to support equity, diversity, and inclusion in the workplace. (K10, K23, B1)</p>	<p>Evaluates their approach to supporting and promoting equity, diversity, and inclusion in terms of impact on the workplace. (K10, K23, B1)</p>

<p>Communication and implementing operational plans K7 K18 S1 S11 S13 S14</p>	<p>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)</p> <p>Explains how they communicated the impact of organisational strategy on different stakeholders using different types of media to ensure understanding. (S11, S13)</p>	<p>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)</p>
<p>Managing change and continuous improvement K13 K22 S7 S10 S16</p>	<p>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)</p> <p>Describes how they negotiate with and challenge stakeholders and others, when managing change, and the activities used to resolve and reduce conflict. (S10, S16)</p> <p>Describes their approach to managing budgets and maximising the use of resources. (K22)</p>	<p>Evaluates the extent to which continuous improvement techniques improve work processes. (K13, S7)</p>
<p>Using technology K14 S8 S19</p>	<p>Describes the technology, software, and methods they use to produce documentation and support activities for the business, and how they monitor their use to reduce energy consumption when not in use. (K14, S8, S19)</p>	<p>None</p>
<p>Contributing to a project K4 K8 S6 B3</p>	<p>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)</p>	<p>None</p>

Overall EPA grading

Performance in the EPA determines the overall grade of:

- fail
- pass
- distinction

An independent assessor must individually grade the presentation with questions and professional discussion underpinned by a portfolio of evidence in line with this EPA plan.

The EPAO must combine the individual assessment method grades to determine the overall EPA grade.

If the apprentice fails one assessment method or more, they will be awarded an overall fail.

To achieve an overall pass, the apprentice must achieve at least a pass in all the assessment methods. To achieve a distinction overall, the apprentice must achieve a distinction in all assessment methods by meeting all the distinction descriptors.

Grades from individual assessment methods must be combined in the following way to determine the grade of the EPA overall.

PRESENTATION WITH QUESTIONS	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.

Roles and responsibilities

ROLES	RESPONSIBILITIES
Apprentice	<p>As a minimum, the apprentice should:</p> <ul style="list-style-type: none"> • complete on-programme training to meet the KSBs as outlined in the apprenticeship standard for a minimum of 12 months • complete the required amount of off-the-job training specified by the apprenticeship funding rules and as arranged by the employer and training provider • understand the purpose and importance of EPA • prepare for and undertake the EPA including meeting all gateway requirements
Employer	<p>As a minimum, the apprentice's employer must:</p> <ul style="list-style-type: none"> • select the training provider • work with the training provider to select the EPAO • work with the training provider, where applicable, to support the apprentice in the workplace and to provide the opportunities for the apprentice to develop the KSBs • arrange and support off-the-job training to be undertaken by the apprentice • decide when the apprentice is working at or above the apprenticeship standard and is ready for EPA • ensure the apprentice is prepared for the EPA • ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan • confirm arrangements with the EPAO for the EPA in a timely manner, including who, when, where • provide the EPAO with access to any employer-specific documentation as required for example, company policies • ensure that the EPA is scheduled with the EPAO for a date and time which allows appropriate opportunity for the apprentice to meet the KSBs • ensure the apprentice is given sufficient time away from regular duties to prepare for, and complete the EPA • ensure that any required supervision during the EPA period, as stated within this EPA plan, is in place • ensure the apprentice has access to the resources used to fulfil their role and carry out the EPA for workplace based assessments • remain independent from the delivery of the EPA

	<ul style="list-style-type: none"> • pass the certificate to the apprentice upon receipt
EPAO	<p>As a minimum, the EPAO must:</p> <ul style="list-style-type: none"> • conform to the requirements of this EPA plan and deliver its requirements in a timely manner • conform to the requirements of the apprenticeship provider and assessment register • conform to the requirements of the external quality assurance provider (EQAP) • understand the apprenticeship including the occupational standard and EPA plan • make all necessary contractual arrangements including agreeing the price of the EPA • develop and produce assessment materials including specifications and marking materials, for example mark schemes, practice materials, training material • maintain and apply a policy for the declaration and management of conflict of interests and independence. This must ensure, as a minimum, there is no personal benefit or detriment for those delivering the EPA or from the result of an assessment. It must cover: <ul style="list-style-type: none"> • apprentices • employers • independent assessors • any other roles involved in delivery or grading of the EPA • have quality assurance systems and procedures that ensure fair, reliable and consistent assessment and maintain records of internal quality assurance (IQA) activity for external quality assurance (EQA) purposes • appoint independent, competent, and suitably qualified assessors in line with the requirements of this EPA plan • appoint administrators, invigilators and any other roles where required to facilitate the EPA • deliver induction, initial and on-going training for all their independent assessors and any other roles involved in the delivery or grading of the EPA as specified within this EPA plan. This should include how to record the rationale and evidence for grading decisions where required • conduct standardisation with all their independent assessors before allowing them to deliver an EPA, when the EPA is updated, and at least once a year

	<ul style="list-style-type: none"> • conduct moderation across all of their independent assessors' decisions once EPAs have started according to a sampling plan, with associated risk rating of independent assessors • monitor the performance of all their independent assessors and provide additional training where necessary • develop and provide assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders • use language in the development and delivery of the EPA that is appropriate to the level of the apprenticeship • arrange for the EPA to take place in a timely manner, in consultation with the employer • provide information, advice, and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA • confirm the gateway requirements have been met before they start the EPA for an apprentice • arrange a suitable venue for the EPA • maintain the security of the EPA including, but not limited to, verifying the identity of the apprentice, invigilation and security of materials • where the EPA plan permits assessment away from the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary • confirm the overall grade awarded • maintain and apply a policy for conducting appeals
Independent assessor	<p>As a minimum, an independent assessor must:</p> <ul style="list-style-type: none"> • be independent, with no conflict of interest with the apprentice, their employer or training provider, specifically, they must not receive a personal benefit or detriment from the result of the assessment • have, maintain and be able to evidence up-to-date knowledge and expertise of the occupation • have the competence to assess the EPA and meet the requirements of the IQA section of this EPA plan • understand the apprenticeship's occupational standard and EPA plan • attend induction and standardisation events before they conduct an EPA for the first time, when the EPA is updated, and at least once a year

	<ul style="list-style-type: none"> • use language in the delivery of the EPA that is appropriate to the level of the apprenticeship • work with other personnel, where used, in the preparation and delivery of assessment methods • conduct the EPA to assess the apprentice against the KSBs and in line with the EPA plan • make final grading decisions in line with this EPA plan • record and report assessment outcome decisions • comply with the IQA requirements of the EPAO • comply with external quality assurance (EQA) requirements
Training provider	<p>As a minimum, the training provider must:</p> <ul style="list-style-type: none"> • conform to the requirements of the apprenticeship provider and assessment register • ensure procedures are in place to mitigate against any conflict of interest • work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the KSBs as outlined in the occupational standard • deliver training to the apprentice as outlined in their apprenticeship agreement • monitor the apprentice's progress during any training provider led on-programme learning • ensure the apprentice is prepared for the EPA • work with the employer to select the EPAO • advise the employer, upon request, on the apprentice's readiness for EPA • ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan • remain independent from the delivery of the EPA

Reasonable adjustments

The EPAO must have reasonable adjustments arrangements for the EPA.

This should include:

- how an apprentice qualifies for a reasonable adjustment
- what reasonable adjustments may be made

Adjustments must maintain the validity, reliability and integrity of the EPA as outlined in this EPA plan.

Special considerations

The EPAO must have special consideration arrangements for the EPA.

This should include:

- how an apprentice qualifies for a special consideration
- what special considerations will be given

Special considerations must maintain the validity, reliability and integrity of the EPA as outlined in this EPA plan.

Internal quality assurance

Internal quality assurance refers to the strategies, policies and procedures that an EPAO must have in place to ensure valid, consistent and reliable EPA decisions.

EPAOs for this EPA must adhere to the requirements within the roles and responsibilities table.

They must also appoint independent assessors who:

- have recent relevant experience of the occupation or sector to at least occupational Level 3 gained in the last 5 years or significant experience of the occupation or sector, which must be maintained through Continuous Professional Development

Value for money

Affordability of the EPA will be aided by using at least some of the following:

- utilising digital remote platforms to conduct applicable assessment methods
- using the employer's premises
- conducting assessment methods on the same day

Professional recognition

This apprenticeship aligns with:

- The Chartered Management Institute for Associate Membership

This apprenticeship aligns with:

- Institute of Leadership for Associate Membership

KSB mapping table

KNOWLEDGE	ASSESSMENT METHODS
K1 Performance management techniques.	Professional discussion underpinned by a portfolio of evidence
K2 How to identify the learning needs of others and solutions to address them.	Professional discussion underpinned by a portfolio of evidence
K3 Processes and policies which support the delivery of operational requirements.	Presentation with questions
K4 Project management tools and techniques.	Professional discussion underpinned by a portfolio of evidence
K5 Relevant regulation, legislation, and compliance that impacts their role and the organisation.	Presentation with questions
K6 Organisational strategy and objectives and how their role impacts on them.	Presentation with questions
K7 How to manage resources to implement operational and team plans.	Professional discussion underpinned by a portfolio of evidence
K8 Time management and prioritisation tools.	Professional discussion underpinned by a portfolio of evidence
K9 Communication techniques including presentation skills, negotiation and influencing skills.	Presentation with questions
K10 Policy and procedure relating to people and organisational culture.	Professional discussion underpinned by a portfolio of evidence
K11 Stakeholder management.	Presentation with questions

K12 Problem-solving and decision-making principles.	Presentation with questions
K13 Principles of change management and continuous improvement.	Professional discussion underpinned by a portfolio of evidence
K14 IT and software used to support the activities of the business.	Professional discussion underpinned by a portfolio of evidence
K15 External factors that affect the workplace, such as sustainability and net carbon zero, and how they are managed.	Presentation with questions
K16 The impact that internal and external factors such as environmental impacts, have on their role.	Presentation with questions
K17 Leadership and management approaches.	Professional discussion underpinned by a portfolio of evidence
K18 The purpose of their role within the organisation, including their level of responsibility and accountability.	Professional discussion underpinned by a portfolio of evidence
K19 The impact that cross-team working has in the delivery of organisational objectives.	Presentation with questions
K20 How to collate, interpret and communicate data and information to meet the needs of different audiences.	Presentation with questions
K21 The wider social and economic environment in which the organisation operates.	Presentation with questions
K22 Approaches to managing budgets, and options and choices to maximise efficient use of resources.	Professional discussion underpinned by a portfolio of evidence
K23	Professional discussion underpinned by a

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

portfolio of evidence

SKILL	ASSESSMENT METHODS
<p>S1 Use resources to implement operational and team plans.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>S2 Use tools to organise, prioritise and allocate daily and weekly work activities.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>S3 Able to collate and interpret data and information and create reports.</p>	<p>Presentation with questions</p>
<p>S4 Identify and support the development of the team through informal coaching and continuous professional development.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>S5 Use information and problem-solving techniques to provide solutions and influence the decision-making process.</p>	<p>Presentation with questions</p>
<p>S6 Use digital tools for planning and project management to monitor project progress, taking corrective action to deliver against the project plan.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>S7 Review work processes to identify opportunities to improve performance and for continuous improvement.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>S8 Use technology and software to produce documentation, such as spreadsheets and presentation packages to communicate information.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>S9 Manage individual or team performance by setting objectives, monitoring progress, and providing clear guidance and feedback.</p>	<p>Presentation with questions</p>
<p>S10 Manage others through change by identifying challenges and the activities to resolve them.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>

<p>S11 Interpret organisational strategy and communicate how this impacts others.</p>	Professional discussion underpinned by a portfolio of evidence
<p>S12 Interpret and apply regulation and legislation, share best practices, and advise stakeholders on their application.</p>	Professional discussion underpinned by a portfolio of evidence
<p>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.</p>	Professional discussion underpinned by a portfolio of evidence
<p>S14 Collaborate with stakeholders in the organisation to ensure the delivery of operational goals.</p>	Professional discussion underpinned by a portfolio of evidence
<p>S15 Manage and maintain relationships with a diverse workforce and stakeholders.</p>	Presentation with questions
<p>S16 Negotiate with and challenge stakeholders to manage change and reduce conflict.</p>	Professional discussion underpinned by a portfolio of evidence
<p>S17 Interpret policy and support the delivery of equity, diversity and inclusion in the workplace and monitor their impact on their team.</p>	Presentation with questions
<p>S18 Identify future changes in the sector such as technology advances that may impact their organisation.</p>	Presentation with questions
<p>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.</p>	Professional discussion underpinned by a portfolio of evidence

BEHAVIOUR	ASSESSMENT METHODS
B1 Acts professionally, ethically and with integrity.	Professional discussion underpinned by a portfolio of evidence
B2 Supports an inclusive culture, treating colleagues and external stakeholders fairly and with respect.	Presentation with questions
B3 Takes accountability and ownership of their tasks and workload.	Professional discussion underpinned by a portfolio of evidence
B4 Seeks learning opportunities and continuous professional development.	Professional discussion underpinned by a portfolio of evidence
B5 Works flexibly and adapts to circumstances.	Presentation with questions

Mapping of KSBs to grade themes

Presentation with questions

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
<p>Data collection and benchmarking K3 K5 K15 K20 K21 S3</p>	<p>Processes and policies which support the delivery of operational requirements. (K3)</p> <p>Relevant regulation, legislation, and compliance that impacts their role and the organisation. (K5)</p> <p>External factors that affect the workplace, such as sustainability and net carbon zero, and how they are managed. (K15)</p> <p>How to collate, interpret and communicate data and information to meet the needs of different audiences. (K20)</p> <p>The wider social and economic environment in which the organisation operates. (K21)</p>	<p>Able to collate and interpret data and information and create reports. (S3)</p>	<p>None</p>
<p>Problem analysis and conclusions K6 K9 K12 K19 S5</p>	<p>Organisational strategy and objectives and how their role impacts on them. (K6)</p> <p>Communication techniques including presentation skills, negotiation and influencing skills. (K9)</p>	<p>Use information and problem-solving techniques to provide solutions and influence the decision-making process. (S5)</p>	<p>None</p>

	<p>Problem-solving and decision-making principles. (K12)</p> <p>The impact that cross-team working has in the delivery of organisational objectives. (K19)</p>		
<p>People and relationships K11 S9 S15 S17 B2</p>	<p>Stakeholder management. (K11)</p>	<p>Manage individual or team performance by setting objectives, monitoring progress, and providing clear guidance and feedback. (S9)</p> <p>Manage and maintain relationships with a diverse workforce and stakeholders. (S15)</p> <p>Interpret policy and support the delivery of equity, diversity and inclusion in the workplace and monitor their impact on their team. (S17)</p>	<p>Supports an inclusive culture, treating colleagues and external stakeholders fairly and with respect. (B2)</p>
<p>Future plans and opportunities K16 S18 B5</p>	<p>The impact that internal and external factors such as environmental impacts, have on their role. (K16)</p>	<p>Identify future changes in the sector such as technology advances that may impact their organisation. (S18)</p>	<p>Works flexibly and adapts to circumstances. (B5)</p>

Professional discussion underpinned by a portfolio of evidence

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
<p>Building a high performing team K1 K2 K10 K17 K23 S2 S4 S12 B1 B4</p>	<p>Performance management techniques. (K1)</p> <p>How to identify the learning needs of others and solutions to address them. (K2)</p> <p>Policy and procedure relating to people and organisational culture. (K10)</p> <p>Leadership and management approaches. (K17)</p> <p>Principles of equity, diversity and inclusion in the workplace and their impact on the organisation and the team. (K23)</p>	<p>Use tools to organise, prioritise and allocate daily and weekly work activities. (S2)</p> <p>Identify and support the development of the team through informal coaching and continuous professional development. (S4)</p> <p>Interpret and apply regulation and legislation, share best practices, and advise stakeholders on their application. (S12)</p>	<p>Acts professionally, ethically and with integrity. (B1)</p> <p>Seeks learning opportunities and continuous professional development. (B4)</p>
<p>Communication and implementing operational plans K7 K18 S1 S11 S13 S14</p>	<p>How to manage resources to implement operational and team plans. (K7)</p> <p>The purpose of their role within the organisation, including their level of responsibility and accountability. (K18)</p>	<p>Use resources to implement operational and team plans. (S1)</p> <p>Interpret organisational strategy and communicate how this impacts others. (S11)</p> <p>Communicate information through different media, such as face-to-face meetings, emails, reports, and presentations to enable key stakeholders to</p>	<p>None</p>

		<p>understand what is required. (S13)</p> <p>Collaborate with stakeholders in the organisation to ensure the delivery of operational goals. (S14)</p>	
<p>Managing change and continuous improvement K13 K22 S7 S10 S16</p>	<p>Principles of change management and continuous improvement. (K13)</p> <p>Approaches to managing budgets, and options and choices to maximise efficient use of resources. (K22)</p>	<p>Review work processes to identify opportunities to improve performance and for continuous improvement. (S7)</p> <p>Manage others through change by identifying challenges and the activities to resolve them. (S10)</p> <p>Negotiate with and challenge stakeholders to manage change and reduce conflict. (S16)</p>	None
<p>Using technology K14 S8 S19</p>	<p>IT and software used to support the activities of the business. (K14)</p>	<p>Use technology and software to produce documentation, such as spreadsheets and presentation packages to communicate information. (S8)</p> <p>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</p>	None

		off items when not in use. (S19)	
Contributing to a project K4 K8 S6 B3	Project management tools and techniques. (K4) Time management and prioritisation tools. (K8)	Use digital tools for planning and project management to monitor project progress, taking corrective action to deliver against the project plan. (S6)	Takes accountability and ownership of their tasks and workload. (B3)

Version log

Version	Change detail	Earliest start date	Latest start date	Latest end date
1.4	End-point assessment plan revised	25/09/2024	Not set	Not set
1.3	Occupational standard, end-point assessment and funding band revised	19/09/2024	24/09/2024	Not set
1.2	End-point assessment plan revised	25/06/2020	18/09/2024	Not set
1.1	The funding band for this standard has been reviewed as part of the apprenticeship funding band review. The new funding band is £4500	04/03/2019	24/06/2020	Not set
1.0	Retired	01/06/2016	03/03/2019	Not set

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