

# End-point assessment plan for Team Leader / Supervisor apprenticeship standard

Apprenticeship standard reference number	Apprenticeship standard level	Integrated end-point assessment
ST0384	3	No

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## Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Team Leader / Supervisor apprenticeship standard. It is for end-point assessment organisations (EPAOs) who need to know how EPA for this apprenticeship must operate. It will also be of interest to Team Leader / Supervisor apprentices, their employers and training providers.

Full time apprentices will typically spend 12 - 18 months on-programme (before the gateway) working towards the occupational standard, with a minimum of 20% off-the-job training. All apprentices must spend a minimum of 12 months on-programme.

The EPA period should only start, and the EPA be arranged, once the employer is satisfied that the apprentice is deemed to be consistently working at or above the level set out in the occupational standard, all of the pre-requisite gateway requirements for EPA have been met and can be evidenced to an EPAO.

For level 3 apprenticeships and above apprentices without English and mathematics at level 2 must achieve level 2 prior to taking their EPA.

The EPA must be completed within an EPA period lasting typically 4 months, after the EPA gateway.

The EPA consists of 2 discrete assessment methods.

The individual assessment methods will have the following grades:

### **Assessment method 1:** Presentation with questions and answers

- Fail
- Pass
- Distinction

### **Assessment method 2:** Professional discussion underpinned by a portfolio of evidence

- Fail
- Pass
- Distinction

Performance in the EPA will determine the overall apprenticeship standard grade of:

- Fail
- Pass
- Distinction

## EPA summary table

<b>On-programme</b> (typically 12 - 18 months)	Training to develop the occupation standard's knowledge, skills and behaviours (KSBs). Working towards English and mathematics level 2, if required. Compiling a portfolio of evidence.
<b>End-point assessment gateway</b>	<ul style="list-style-type: none"> <li>• Employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard.</li> <li>• English and mathematics Level 2</li> </ul> <p>Apprentices must complete:</p> <ul style="list-style-type: none"> <li>• A portfolio of evidence</li> </ul>
<b>End-point assessment</b> (which will typically take 4 months)	<p>Assessment method 1: Presentation with questions and answers</p> <p>With the following grades:</p> <ul style="list-style-type: none"> <li>• Fail</li> <li>• Pass</li> <li>• Distinction</li> </ul> <p>Assessment method 2: Professional discussion underpinned by a portfolio of evidence</p> <p>With the following grades:</p> <ul style="list-style-type: none"> <li>• Fail</li> <li>• Pass</li> <li>• Distinction</li> </ul>
<b>Professional recognition</b>	<p>Aligns with recognition by:</p> <p>Chartered Management Institute</p> <p>The Institute of Leadership and Management</p>

## Length of end-point assessment period

The EPA will be completed within an EPA period lasting typically of 4 months, after the EPA gateway.

## Order of assessment methods

The assessment methods can be delivered in any order.

## Gateway

The EPA period should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, that is to say they are deemed to have achieved occupational competence. In making this decision, the employer may take advice from the apprentice's training provider(s), but the decision must ultimately be made solely by the employer.

The EPAO determines when all gateway requirements have been met, and the EPA period will only start once the EPAO has confirmed this.

In addition to the employer's confirmation that the apprentice is working at or above the level in the occupational standard, the apprentice must have completed the following gateway requirements prior to beginning EPA:

- English and mathematics at level 2.

For those with an education, health and care plan or a legacy statement the apprenticeships English and mathematics minimum requirement is Entry Level 3 and British Sign Language qualification are an alternative to English qualifications for whom this is their primary language.

For the professional discussion underpinned by a portfolio of evidence, the apprentice will be required to submit:

- A completed portfolio of evidence

The portfolio of evidence requirements are as follows:

- The apprentice will have prepared a portfolio of evidence during the on-programme phase to support the professional discussion. The format and structure of the portfolio must be agreed between the employer and apprentice, and ideally will be presented electronically.
- The portfolio must include a mapping document which clearly shows how the evidence is mapped against the relevant knowledge, skills and behaviours that will be assessed by the professional discussion.
- Reflective accounts and self-evaluation cannot be included as evidence. The portfolio should not include any methods of self-assessment.
- The portfolio should contain written accounts of activities that have been completed and referenced against the relevant knowledge, skills and behaviours that will be assessed by the professional discussion, supported by appropriate evidence, such as 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. This is not a definitive list; other evidence sources are allowable.
- The content must be sufficient to evidence the apprentice can apply the relevant knowledge, skills and behaviours required as mapped to assessment method 2 (professional discussion). There must be at least one piece of evidence relating to each knowledge, skill and behaviour mapped to assessment method 2. Each piece of evidence can be referenced against more

than one knowledge, skill or behavioural requirement. It will typically have 20 pieces of evidence.

- Any employer contributions should focus only direct observation of evidence (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 confirming this.
- The portfolio of evidence must be submitted to the EPAO at the gateway point.

The portfolio is not directly assessed. It underpins the professional discussion assessment method and therefore should not be assessed by the EPAO. EPAOs should review the portfolio in preparation for the professional discussion but are not required to provide feedback after this review of the portfolio.

## Assessment methods

### Assessment method 1: Presentation with questions and answers

(This assessment method has 1 component.)

#### Assessment method 1 component 1: Presentation with questions and answers

##### Overview

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

The rationale for this assessment method is:

Setting the presentation title post-gateway ensures the reliability and validity of the EPA, and the period between the apprentice's submission and the actual assessment, allows the independent assessor to prepare appropriate questions pertinent to the presentation.

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 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 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 2 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 4 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

The apprentice will present to the independent assessor either via online video conferencing or face to face. If using an online platform, EPAOs must ensure appropriate measures are in place to prevent misrepresentation and ensure that the apprentice is not aided in any way e.g. by the use of a 360-degree camera.

The presentation will be followed by a question and answer session to enable discussion of the topic in greater detail and to further draw out the apprentice's ability to demonstrate how they have met the KSBs and grading criteria for this assessment method.

### **Presentation Delivery**

A presentation followed by questions and answers will take place between the independent assessor and the apprentice.

The presentation and questions will last 50 minutes plus 10% (at the discretion of the independent assessor) if required. The presentation will typically last for 20 minutes and the questioning will typically last for 30 minutes in order to provide scope for the apprentice to demonstrate their full competence. The discretionary additional 10% time can be allocated in any proportion across the presentation and questioning.

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.

To deliver the presentation, the apprentice will have access to:

- PowerPoint or other slide presentation tool
- Flip chart and writing and drawing materials
- Video
- Computer
- Notes
- Any other requirements as notified to the EPAO on submission of the presentation

The apprentice should be free to use whatever medium they wish, such as a poster, slides, or handouts. The presentation will be given in a controlled environment free from distractions - presenting only to the independent assessor.

Following the presentation, the independent assessor should ask a minimum of 5 questions, with one question from each of the following KSB groups: team building and development, communication, organisational culture and strategy, problem solving, data analysis (see grading section for full descriptors against each area). The purpose of these questions is to confirm the apprentice's understanding of the presentation and how it demonstrates the relevant knowledge, skills and behaviours. Follow up questions are allowed to seek clarification. The independent assessor should use their judgement when asking follow up questions on any aspect that was not clear from the presentation and to allow the apprentice the opportunity to evidence occupational competence at the highest level available, unless the apprentice has already achieved the highest grade available.

During this time the apprentice may refer to their presentation or presentation aides when answering questions.

## Venue

EPAOs must ensure that the presentation and questioning elements are conducted in a suitable controlled environment in any of the following:

- employer's premises
- a suitable venue selected by the EPAO (for example a training provider's premises)
- video conferencing

If using video conferencing, EPAOs must ensure appropriate measures are in place to prevent misrepresentation and ensure that the apprentice is not aided in any way e.g. by the use of a 360-degree camera.



## Other relevant information

The presentation and questioning elements must take place on a one to one basis between the independent assessor and the apprentice. The independent assessor must assess the presentation and questioning using the grading criteria for assessment method 1 (AM1).

## Required supporting material

EPAOs will produce the following material to support this assessment method:

- Outline of the assessment method's requirements
- Marking materials
- Example questions and guidance documents to facilitate the independent assessors to prepare and carry out their questioning
- EPAOs must ensure that any reasonable presentation requirements are in place e.g. PowerPoint facilities.
- Bank of presentation topics
- Independent assessor training materials
- Grading guidance

It is recommended that EPAOs develop presentation topics in consultation with representative employers; where they do this, they must put measures in place to ensure security of the materials produced.

## Assessment method 2: Professional discussion underpinned by a portfolio of evidence (This assessment method has 1 component)

### Assessment method 2 component 1: Professional discussion underpinned by portfolio of evidence

#### Overview

This assessment will take the form of a professional discussion which must be appropriately structured to draw out the best of the apprentice's competence and excellence and cover the KSBs assigned to this assessment method. Questioning should assess the KSBs assigned to this assessment method and the apprentice may use their portfolio to support their responses.

The rationale for this assessment method is:

This assessment method was selected as a valid way to assess the KSBs. A professional discussion is not simply a question and answer session but a meaningful, in-depth two-way dialogue between the apprentice and the independent assessor. It allows the apprentice to use standardised questions and scenarios as a starting point to explore their own practice and experiences with the independent assessor to show how they demonstrate the occupation's KSBs and that they are occupationally

competent. A professional discussion is a well-recognised method of checking knowledge, skills and behaviours.

## Delivery

The independent assessors will conduct and assess the professional discussion.

The underpinning portfolio will have been submitted in line with EPAO requirements and at the gateway and must evidence all of the KSBs mapped to this assessment method. The independent assessor can use the contents of the portfolio to identify discussion areas for the professional discussion.

The professional discussion will last 60 minutes. The independent assessor has the discretion to increase the time of the professional discussion by up to 10% to allow the apprentice to complete their last answer. Further time may be granted for apprentices with appropriate needs, in accordance with the EPAOs Reasonable Adjustments Policy.

During this method, the independent assessor must combine open ended questions from the EPAO's question bank and those generated by themselves.

The professional discussion will be conducted as set out here:

- The professional discussion is a two-way conversation between the apprentice and an independent assessor.
- The professional discussion must be appropriately structured to draw out the best of the apprentice's competence and excellence.

Independent assessors must select 6 competency based questions to prompt discussions from a bank of competency based questions provided by the EPAO. Independent assessors may ask further questions for clarification purposes and to allow the apprentice the opportunity to cover the KSBs mapped to this assessment method. However, these questions will also be open and must not lead the apprentice.

Recording documentation for the professional discussion must be developed by the EPAOs.

The apprentice and the independent assessor will have access to their own copies of the portfolio throughout the professional discussion and both can refer to it as needed.

Independent assessors must be developed and trained in the conduct of professional discussions, how to identify discussion areas from reviewing portfolio content, how to design their own questions, and in reaching consistent judgement by their EPAO. The independent assessor will make notes of evidence / answers provided on the EPAO recording documentation.

The professional discussion should be graded fail, pass or distinction. The portfolio underpins the professional discussion and will not be assessed or graded during the end-point assessment. Independent assessors must allocate grades using the grading criteria.

The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the professional discussion.

The independent assessor will make all grading decisions.

## Venue

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

The professional discussion can take place in any of the following:

- employer's premises
- a suitable venue selected by the EPAO (for example a training provider's premises)
- video conferencing

The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the response to questions. If using an online platform, EPAOs must ensure appropriate measures are in place to prevent misrepresentation and ensure that the apprentice is not aided in any way e.g. by the use of a 360-degree camera.

## Other relevant information

A structured assessment method specification and question bank must be developed by EPAOs.

The 'question bank' must be of sufficient size to prevent predictability and the EPAO must review it regularly (at least once a year) to ensure that it, and its content, are fit for purpose. The specifications, including questions relating to the underpinning KSBs, must be varied yet allow assessment of the relevant KSBs.

The professional discussion will, include questions relating to the underpinning KSBs, must be varied yet allow assessment of the relevant KSBs.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.

EPAOs will produce the following material to support this assessment method:

- Marking sheet, with space for questions, answers, evidence and results to be captured.
- A briefing sheet for the apprentice, ensuring they know how the professional discussion will be conducted, including instructions to have their portfolio to hand for reference purposes.
- A question bank
- Independent assessor training materials
- Grading guidance
- Assessment recording documentation

## Reasonable adjustments

The EPAO must have in place clear and fair arrangements for making reasonable adjustments for this apprenticeship standard. This should include how an apprentice qualifies for reasonable adjustment and what reasonable adjustments will be made. The adjustments must maintain the validity, reliability and integrity of the assessment methods outlined in this EPA plan.

## Weighting of assessment methods

All assessment methods are weighted equally in their contribution to the overall EPA grade.

## Grading

Please note that the KSBs within the occupational standard have been sub-divided to reflect sentences within the KSB description (e.g. K4 has been broken down into two elements) and grouped to enable specific elements to be tested by each assessment method:

### Assessment method 1: Presentation with question and answers

KSBs Group	Fail	Pass The apprentice must meet all of the pass descriptors below	Distinction The apprentice must meet all of the distinction descriptors below
Team Building and Development K1.1 K3.2 S1.2 S5.3 B1.1	Does not meet the pass criteria	<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>	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>Communication</p> <p>K4.1</p> <p>K4.2</p> <p>S3.3</p> <p>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>
<p>Organisational Culture &amp; Strategy</p> <p>K1.2</p> <p>K5.1</p> <p>S1.1</p> <p>S5.1</p> <p>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</p> <p>K5.2</p> <p>K10.1</p> <p>S5.2</p> <p>S10.1</p> <p>B1.2</p> <p>B1.3</p> <p>B3.2</p> <p>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>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>	<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>
<p>Data Analysis</p> <p>K5.3</p> <p>K10.2</p> <p>S5.4</p>	<p>Use data, including collection, management and analysis, to create reports which support their decision making. (K5.3, K10.2, S5.4)</p>	<p>Evaluates how their analysis and management of either qualitative or quantitative data or different technologies has led, or will lead, to improved quality, efficiency or productivity within their organisation. (K.5.3, K10.2, S5.4)</p>

## Assessment method 2: Professional Discussion underpinned by a portfolio of evidence

<b>KSBs Group</b>	<b>Fail</b>	<b>Pass</b> <b>The apprentice must meet all of the pass descriptors below</b>	<b>Distinction</b> <b>The apprentice must meet all of the distinction descriptors below</b>
Building a high performance team K2.1 K8.2 S2.1 S2.2 S3.1 S3.2 S4.2 B2.1 B4.1	Does not meet the pass criteria	<p>Describes how they developed a high performing and motivated team by setting a fair, consistent and impartial example; setting, monitoring and supporting operational and personal objectives; building trust and using their understanding of team dynamics, management models, emotional intelligence, active listening and learning styles; and leading by example. (K2.1, K8.2, S2.1, S2.2, B4.1)</p> <p>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>	<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>
Project Management K6.1 K6.2 S6.1 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 K2.2 K7.1 K7.2 S7.1 B4.3		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)  Describes how they operate within their organisation's values (B4.3)	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 K8.1 S8.1 K9.1 S9.1 B2.2 B4.2		Explains what the implications of unconscious bias are, and the approaches they take to promote inclusivity within their workplace. (K8.1)  Describes how they are open and honest in their approach to planning, time management and managing themselves and others, and how they reflect upon, seek and apply feedback on their own performance when creating their personal development plan, and managing their work and performance (K9.1, S8.1, S9.1, B2.2, B4.2)	Describes how they have used known management tools and theories to improve to their performance based upon feedback received. (S8.1)

## Overall EPA grading

All EPA methods must be passed for the EPA to be passed overall.

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

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 should be combined in the following way to determine the grade of the EPA as a whole:



Assessment method 1 Presentation with questions and answers	Assessment method 2 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 3 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.

## Roles and responsibilities

Role	Responsibility
Apprentice	<p>As a minimum, apprentices should:</p> <ul style="list-style-type: none"> <li>• participate in development opportunities to improve their knowledge skills and behaviours as outlined in the occupational standard</li> <li>• undertake 20% off-the-job training as arranged by the employer and EPAO</li> <li>• meet all gateway requirements when advised by the employer</li> <li>• understand the purpose and importance of EPA and undertake EPA</li> </ul>
Employer	<p>As a minimum, employers should:</p> <ul style="list-style-type: none"> <li>• support the apprentice to achieve the KSBs outlined in the occupational standard to their best ability</li> <li>• determines when the apprentice is working at or above the level outlined in the occupational standard and is ready for EPA</li> <li>• select the EPAO</li> <li>• confirm arrangements with EPAO for the EPA (who, when, where) in a timely manner</li> <li>• ensure apprentice is well prepared for the EPA</li> <li>• should not be involved in the delivery of the EPA</li> </ul>
EPAO	<p>As a minimum EPAOs should:</p> <ul style="list-style-type: none"> <li>• understand the occupational role</li> <li>• appoint administrators/invigilators and markers to administer/invigilate and mark the EPA</li> <li>• provide training and CPD to the independent assessors they employ to undertake the EPA</li> <li>• provide adequate information, advice and guidance documentation to enable apprentices, employers and providers to prepare for the EPA</li> <li>• deliver the end-point assessment outlined in this EPA plan in a timely manner</li> <li>• prepare and provide all required material and resources required for delivery of the EPA in-line with best practices</li> <li>• use appropriate assessment recording documentation to ensure a clear and auditable mechanism for providing assessment decision feedback to the apprentice</li> <li>• have no direct connection with the apprentice, their</li> </ul>

	<p>employer or training provider i.e. there must be no conflict of interest</p> <ul style="list-style-type: none"> <li>• maintain robust internal quality assurance (IQA) procedures and processes, and conducts these on a regular basis</li> <li>• conform to the requirements of the nominated external quality assurance body</li> <li>• organise standardisation events and activities in accordance with this plan's IQA section</li> <li>• organise and conduct moderation of independent assessors' marking in accordance with this end-point assessment plan</li> <li>• have, and operate, an appeals process</li> <li>• arrange for certification with the relevant training provider</li> </ul>
Independent assessor	<p>As a minimum an independent assessor should:</p> <ul style="list-style-type: none"> <li>• understand the occupational standard and end-point assessment plan</li> <li>• deliver the end-point assessment in-line with the EPA plan</li> <li>• comply to the IQA requirements of the EPAO</li> <li>• be independent of the apprentice, their employer and training provider(s) i.e. there must be no conflict of interest</li> <li>• satisfy the criteria outlined in this EPA plan</li> <li>• hold or be working towards an independent assessor qualification e.g. A1 and have had training from their EPAO in terms of good assessment practice, operating the assessment tools and grading</li> <li>• have the capability to assess the apprentice at this level</li> <li>• attend the required number of EPAOs standardisation and training events per year (as defined in the IQA section)</li> </ul>
Training provider	<p>As a minimum the training provider should:</p> <ul style="list-style-type: none"> <li>• work with the employer to ensure that the apprentice is given the opportunities to develop the KSBs outlined in the occupational standard and monitor their progress during the on-programme period</li> <li>• advise the employer, upon request, on the apprentice's readiness for EPA prior to the gateway</li> <li>• plays no part in the EPA itself</li> </ul>

## Internal Quality Assurance (IQA)

Internal quality assurance refers to the requirements that EPA organisations must have in place to ensure consistent (reliable) and accurate (valid) assessment decisions. EPA organisations for this EPA must:

- appoint independent assessors who have knowledge and recent relevant experience of the occupation/sector at Level 3 or above gained within the last five years or significant experience of the occupation/sector, which must be maintained through ongoing CPD
- appoint independent assessors who are competent to deliver the end-point assessment
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- have robust quality assurance systems and procedures that support fair, reliable and consistent assessment across the organisation and over time
- operate induction training and standardisation events for independent assessors when they begin working for the EPAO on this standard and before they deliver an updated assessment method for the first time
- ensure independent assessors participate in standardisation events on an ongoing basis and at least once per year.

## Affordability

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

- using an employer's premises  
using video conferencing

## Professional body recognition

On completion, apprentices may choose to register as Associate members with the Chartered Management Institute and/or the Institute of Leadership and Management, to support their professional career development and progression.

# Mapping of knowledge, skills and behaviours (KSBs)

## Assessment method 1: Presentation with questions and answers

Knowledge
<p><b>K1 Leading People:</b></p> <p>K1.1 Understand different leadership styles and the benefits of coaching to support people and improve performance.</p> <p>K1.2 Understand organisational cultures, equality, diversity and inclusion.</p>
<p><b>K3 Building Relationships:</b></p> <p>K3.1 Understand approaches to customer and stakeholder relationship management, including emotional intelligence and managing conflict.</p> <p>K3.2 Know how to facilitate cross team working to support delivery of organisational objectives.</p>
<p><b>K4 Communication:</b></p> <p>K4.1 Understand different forms of communication and their application.</p> <p>K4.2 Know how to chair meetings, hold challenging conversations, provide constructive feedback and understand how to raise concerns.</p>
<p><b>K5 Operational Management:</b></p> <p>K5.1 Understand how organisational strategy is developed.</p> <p>K5.2 Know how to implement operational/team plans and manage resources and approaches to managing change within the team.</p> <p>K5.3 Understand data management, and the use of different technologies in business.</p>
<p><b>K10 Decision Making:</b></p> <p>K10.1 Understand problem solving and decision making techniques.</p> <p>K10.2 Understand how to analyse data to support decision making.</p>

Skills
<p><b>S1 Leading People</b></p> <p>S1.1 Able to communicate organisation strategy and team purpose, and adapt style to suit the audience.</p> <p>S1.2 Support the development of the team and people through coaching, role modelling values and behaviours, and managing change effectively.</p>
<p><b>S3 Building Relationships</b></p> <p>S3.3 Building relationships with customers and managing these effectively.</p>
<p><b>S4 Communication:</b></p> <p>S4.1 Able to communicate effectively (verbal, written, digital), chair meetings and present to team</p>

and management.

### **S5 Operational Management:**

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

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.

### **S10 Decision Making**

S10.1 Use of effective problem solving techniques to make decisions relating to delivery using information from the team and others, and able to escalate issues when required.

## **Behaviours**

### **B1 Takes responsibility:**

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

B1.2 Demonstrates resilience and accountability.

B1.3 Determination when managing difficult situations.

### **B3 Agile:**

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.

## **Assessment method 2: Professional discussion underpinned by a portfolio of evidence**

## **Knowledge**

### **K2 Managing People:**

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.

### **K6 Project Management:**

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.
<b>K7 Finance:</b> 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.
<b>K8 Awareness of Self:</b> 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.
<b>K9 Management of Self:</b> K9.1 Understand time management techniques and tools, and how to prioritise activities and approaches to planning.

Skills
<b>S2 Managing People:</b> 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.
<b>S3 Building Relationships:</b> 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.
<b>S4 Communication:</b> S4.2 Use of active listening and provision of constructive feedback.
<b>S6 Project Management:</b> 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.
<b>S7 Finance:</b> S7.1 Applying organisational governance and compliance requirements to ensure effective budget controls.
<b>S8 Self-Awareness:</b> S8.1 Able to reflect on own performance, seek feedback, understand why things happen, and make timely changes by applying learning from feedback received.
<b>S9 Management of Self:</b> S9.1 Able to create an effective personal development plan, and use time management techniques

to manage workload and pressure.

## Behaviours

### **B2 Inclusive:**

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

B2.2 Seeks views of others.

### **B4 Professionalism:**

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

B4.2 Open and honest.

B4.3 Operates within organisational values