

# STA EXCEL ME LEVEL 3 END POINT ASSESSMENT FOR ST0384 TEAM LEADER

## SPECIFICATION

### The Standard and Assessment Methods

Standard title and version	Team leader 1.4
Standard code	ST0384
Level	3
Duration of EPA	Typically 3 months

### Assessment Methods

During EPA the apprentice must complete three assessment methods as outlined in the table below.

Assessment Method	Timings
<b>Presentation with questions</b>	50 minutes plus 10% if required. The presentation will typically last for 20 minutes and the questioning will typically last for 30 minutes. The discretionary additional 10% time can be allocated in any proportion across the presentation and questioning
<b>Professional discussion underpinned by a portfolio of evidence</b>	The professional discussion will last 60 minutes. The independent assessor has the discretion to increase the time by up to 10% to allow the apprentice to complete their last answer.

## Gateway Requirements

Prior to EPA, the following requirements must be met by the apprentice.

Requirement	Description
<b>Occupational competency</b>	The training provider and employer agree the apprentice is consistently meeting the KSBs within the assessment plan.
<b>Gateway declaration</b>	The training provider, employer and apprentice must sign and submit the gateway declaration.
<b>Functional skills</b>	Complete training towards English and mathematics qualifications in line with the apprenticeship funding rules.
<b>Portfolio of evidence</b>	The portfolio must include: <ul style="list-style-type: none"> <li>• Evidence to cover the KSBs linked to the interview assessment</li> <li>• Signed statement of authenticity</li> <li>• Completed evidence matrix</li> </ul>

Assessment can only take place once these requirements have been met.

## Grading

Each assessment component is graded individually which are combined to produce an overall grade. Each assessment component outcome includes a fail, pass and distinction grade.

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

## Retake and Resits

A retake or resit will be determined when the apprentice fails an assessment component. Depending upon the nature of the fail, Excel Me determine whether a retake or resit is most appropriate.

A retake requires the apprentice to undertake additional training prior to attempting the reassessment. A resit involves scheduling a reassessment without the requirement for additional training.

## Results and Certification

Once all assessments have been successfully completed a final grade will be allocated. Confirmation of achievement will be communicated to the apprentice employer and training provider. Excel Me will claim certificates via the Institute for Apprenticeships and Technical Education (IfATE) and sent to the address provided during the planning meeting.

## Assessment Location

Assessments are conducted using remote video conferencing software, except where a face-to-face reasonable adjustment is in place.

## Language of Assessment

All assessments are conducted in English unless a reasonable adjustment is in place.

## Reasonable Adjustment

Reasonable adjustments are changes made to an assessment or to the way an assessment is conducted that reduce or remove a disadvantage caused by a student's disability. Further information on reasonable adjustment can be found within the Excel Me Reasonable Adjustment policy made available on the Excel Me website.

If an apprentice requires adjustment to their assessment, this must be recorded at the planning meeting.

## Additional Guidance

Additional guidance to support EPA guidance including the gateway declaration form and portfolio of evidence matrix is available from Excel Me.

## End Point Assessment Components

### 1. Presentation with Questions

#### Presentation

The presentation will cover a summary of the role of the apprentice as a team leader, and what they do and how this is relevant to their role and the organisation. It will focus on how the apprentice tackles 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, Excel Me 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.

Excel Me 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 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 apprentice will be asked at least 5 questions which may include follow up questions to confirm understanding.

During the assessment the assessor will record:

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

## Assessment Criteria

Assessment criteria may be assessed via either the project or presentation activities.

Theme/KSBs	Pass Criteria	Distinction Criteria
<b>Data collection and benchmarking</b> 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>
<b>Problem analysis and conclusions</b> 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>	<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)</p>
<b>People and relationships</b> 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, diversity and inclusion in the workplace and monitor the impact on their team. (S17, B2)</p>	<p>Evaluates the impact in the workplace of promoting an inclusive culture. (S17, B2)</p>

Theme/KSBs	Pass Criteria	Distinction Criteria
<b>Future plans and opportunities</b> <b>K16 S18 B5</b>	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)	

## 2. Professional Discussion underpinned by a Portfolio of Evidence

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.

During this method, the independent assessor must combine open ended questions from Excel Me's question bank and those generated by themselves. The professional discussion will be conducted as a two-way conversation between the apprentice and the independent assessor.

The Independent assessors will select 6 competency-based questions to prompt discussions from a bank of competency-based questions provided by Excel Me. 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.

During the on-programme part of the apprenticeship, the apprentice must complete a portfolio of evidence which will support the professional discussion. The portfolio of evidence requirements are as follows:

- The format and structure of the portfolio will ideally 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 this assessment method. Each piece of evidence can be referenced against more than one knowledge, skill or behavioural requirement. It will typically have 16 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 Excel Me at gateway.

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

## Assessment Criteria

Theme/KSBs	Pass Criteria	Distinction Criteria
<b>Building a High-Performance Team K1 K2 K10 K17 K23 S2 S4 S12 B1 B4</b>	<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>	Evaluates their approach to supporting and promoting equity, diversity, and inclusion in terms of impact on the workplace. (K10, K23, B1)

Theme/KSBs	Pass Criteria	Distinction Criteria
<b>Communication and implementing operational plans K7 K18 S1 S11 S13 S14</b>	<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>	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)
<b>Managing change and continuous improvement K13 K22 S7 S10 S16</b>	<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>	Evaluates the extent to which continuous improvement techniques improve work processes. (K13, S7)
<b>Using technology K14 S8 S19</b>	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)	None
<b>Contributing to a project K4 K8 S6 B3</b>	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



## Mapping of KSBs to grade themes

### Presentation with questions

KSBs grouped by theme	Knowledge	Skills	Behaviour
Data collection and benchmarking K3 K5 K15 K20 K21 S3	<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>	Able to collate and interpret data and information and create reports. (S3)	None
Problem analysis and conclusions K6 K9 K12 K19 S5	<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>Problem-solving and decision-making principles. (K12)</p> <p>The impact that cross-team working has in the delivery of organisational objectives. (K19)</p>	Use information and problem-solving techniques to provide solutions and influence the decision-making process. (S5)	None

KSBs grouped by theme	Knowledge	Skills	Behaviour
People and relationships K11 S9 S15 S17 B2	Stakeholder management. (K11)	<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>	Supports an inclusive culture, treating colleagues and external stakeholders fairly and with respect. (B2)
Future plans and opportunities K16 S18 B5	The impact that internal and external factors such as environmental impacts, have on their role. (K16)	Identify future changes in the sector such as technology advances that may impact their organisation. (S18)	Works flexibly and adapts to circumstances. (B5)

### Professional discussion underpinned by a portfolio of evidence

KSBs grouped by theme	Knowledge	Skills	Behaviour
Building a high performing team K1 K2 K10 K17 K23 S2 S4 S12 B1 B4	<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>

KSBs grouped by theme	Knowledge	Skills	Behaviour
Communication and implementing operational plans K7 K18 S1 S11 S13 S14	<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 understand what is required. (S13)</p> <p>Collaborate with stakeholders in the organisation to ensure the delivery of operational goals. (S14)</p>	None
Managing change and continuous improvement K13 K22 S7 S10 S16	<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

KSBs grouped by theme	Knowledge	Skills	Behaviour
Using technology K14 S8 S19	IT and software used to support the activities of the business. (K14)	<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 off items when not in use. (S19)</p>	None
Contributing to a project K4 K8 S6 B3	<p>Project management tools and techniques. (K4)</p> <p>Time management and prioritisation tools. (K8)</p>	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)