**Team Leader Level 3 Apprenticeship Standard**

**Course Offer / Achievement**

A team leader is a first line management role, with operational and project responsibilities. They will have responsibility for managing individuals, a team or elements of a project. They provide direction, instructions and guidance to ensure the achievement of set goals.

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

To meet the Team Leader Level 3 Standard, the apprentice will demonstrate competence in the following Occupational Duties, Knowledge, Skills and Behaviours over a minimum of 21 months (on-programme period, in learning):

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| **Occupational Duties** |
| **Duty 1** | Sets, monitors and manages objectives and performance which link to organisational outcomes. |
| **Duty 2** | Manage recourses to deliver tasks within budget and targets. |
| **Duty 3** | Contributes to the training and ongoing development needs of the individual or the team. |
| **Duty 4** | Collates and interprets data and shares outputs within stakeholders to support decision-making. |
| **Duty 5** | Contributes to projects, initiatives, and their implementation to achieve organisational goals. |
| **Duty 6** | Monitors and applies operational policies, relevant legislation, and regulation, and makes recommendations to ensure individual and team compliance. |
| **Duty 7** | Identifies, assesses and monitors potential risks, and supports the mitigation of risk within the organisation. |
| **Duty 8** | Contributes to change and support others through change. |
| **Duty 9** | Support the development and implementation of sustainable operational plans to achieve organisation goals. |
| **Duty 10** | Lead and manage the team to ensure the application of equity, diversity, and inclusion principles. |
| **Duty 11** | Collaborates and builds relationships with stakeholders to identify and support improvement opportunities. |
| **Duty 12** | Communicates information to drive operational activities and improve organisational performance. |
| **Duty 13** | Manage the team and resources to reduce carbon footprint and reduce business costs. |
| **Knowledge** | **What is required** |
| K1 | Performance management techniques. |
| K2 | How to identify the learning needs of others and solutions to address them. |
| K3 | Processes and policies which support the delivery of operational requirements. |
| K4 | **Project management tools and techniques.** |
| K5 | Relevant regulation, legislation, and compliance that impacts their role and the organisation. |
| K6 | Organisational strategy and objectives and how their role impacts on them. |
| K7 | How to manage resources to implement operational and team plans. |
| K8 | Time management and prioritisation tools. |
| K9 | Communication techniques including presentation skills, negotiation and influencing skills. |
| K10 | **Policy and procedure relating to people and organisational culture.** |
| K11 | **Stakeholder management.** |
| K12 | **Problem-solving and decision-making principles.** |
| K13 | **Principles of change management and continuous improvement.** |
| K14 | **IT and software used to support the activities of the business.** |
| K15 | **External factors that affect the workplace, such as sustainability and net carbon zero, and how they are managed.** |
| K16 | **The impact that internal and external factors such as environmental impacts, have on their role.** |
| K17 | **Leadership and management approaches.** |
| K18 | **The purpose of their role within the organisation, including their level of responsibility and accountability.** |
| K19 | **The impact that cross-team working has in the delivery of organisational objectives.** |
| K20 | **How to collate, interpret and communicate data and information to meet the needs of different audiences.** |
| K21 | **The wider social and economic environment in which the organisation operates.** |
| K22 | **Approaches to managing budgets, and options and choices to maximise efficient use of resources.** |
| K23 | **Principles of equity, diversity and inclusion in the workplace and their impact on the organisation and the team.** |
| **Skills** | **What is required** |
| S1 | **Use resources to implement operational and team plans.** |
| S2 | **Use tools to organise, prioritise and allocate daily and weekly work activities.** |
| S3 | **Able to collate and interpret data and information and create reports.** |
| S4 | **Identify and support the development of the team through informal coaching and continuous professional development.** |
| S5 | **Use information and problem-solving techniques to provide solutions and influence the decision-making process.** |
| S6 | **Use digital tools for planning and project management to monitor project progress, taking corrective action to deliver against the project plan.** |
| S7 | **Review work processes to identify opportunities to improve performance and for continuous improvement.** |
| S8 | **Use technology and software to produce documentation, such as spreadsheets and presentation packages to communicate information.** |
| S9 | **Manage individual or team performance by setting objectives, monitoring progress, and providing clear guidance and feedback.** |
| S10 | **Manage others through change by identifying challenges and the activities to resolve them.** |
| S11 | **Interpret organisational strategy and communicate how this impacts others.** |
| S12 | **Interpret and apply regulation and legislation, share best practices, and advise stakeholders on their application.** |
| S13 | **Communicate information through different media, such as face-to-face meetings, emails, reports, and presentations to enable key stakeholders to understand what is required.** |
| S14 | **Collaborate with stakeholders in the organisation to ensure the delivery of operational plans.** |
| S15 | **Manage and maintain relationships with a diverse workforce and stakeholders.** |
| S16 | **Negotiate with and challenge stakeholders to manage change and reduce conflict.** |
| S17 | **Interpret policy and support the delivery of equity, diversity and inclusion in the workplace and monitor their impact on their team.** |
| S18 | **Identify future changes in the sector such as technology advances that may impact their organisation.** |
| S19 | **Monitor the use of technology and the potential to reduce energy consumption through their optimisation in day-to-day tasks, such as reducing the use of paper and switching off items when not in use.** |
| **Behaviours** | **What is required** |
| B1 | **Acts professionally, ethically and with integrity.** |
| B2 | **Supports an inclusive culture, treating colleagues and external stakeholders fairly and with respect.** |
| B3 | **Takes accountability and ownership of their tasks and workload.** |
| B4 | **Seeks learning opportunities and continuous professional development.** |
| B5 | **Works flexibly and adapts to circumstances.** |

**End Point Assessment (EPA)**

After the on-programme period has been completed and apprentice will go through the EPA assessment gateway. The apprentice’s employer will confirm the apprentice is occupationally competent, the apprentice will confirm they are ready to take the EPA and have achieved the English and Maths qualification as detailed below. The apprentice must submit a portfolio of evidence (see below) along with relevant EPA declarations. The EPA will be assessed by an Independent Assessor from the End Point Awarding Organisation and should be completed within a 3 month period.

The EPA consists of 2 assessment methods:

Assessment method 1: Presentation with questions

Apprentices will deliver a presentation to an independent assessor on a set subject. The independent assessor will ask questions after the presentation. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method. 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 relevant 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.

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

The apprentice must compile a portfolio of evidence during the on-programme period of the apprenticeship. It should only contain evidence relating to the KSBs that will be assessed by the professional discussion. 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. 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.

**English and Maths**

Apprentices without level 2 English and Maths will need to achieve this level prior to taking the EPA. For those with an education, health and care plan or a legacy statement, the apprenticeship’s English and Maths minimum requirement is Entry level 3. A British Sign Language (BSL) qualification is an alternative to the English qualification for those whose primary language is BSL.

**Professional Recognition**

This apprenticeship aligns with:

* The Chartered Management Institute for Associate Membership
* Institute of Leadership for Associate Membership